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Sierra

EDUCATIONAL NEWS



KATE DOUGLAS WIGGIN — A CALIFORNIA PIONEER KINDERGARTEN TEACHER

CALIFORNIA TEACHERS ASSOCIATION

CALIFORNIA TEACHERS ASSOCIATION

WHY I AM A MEMBER

CALIFORNIA TEACHERS ASSOCIATION is the state-wide professional body which unites teachers, of all grades and subjects, into a working organization. Its main endeavor has been the advancement of professional ideals and the securing of adequate financial support and favorable laws for California's Public Schools. The Association, working with State and local leaders, has aided in the success of every major educational advance.

The Association initiated Amendment No. 16, which the voters wrote into the California Constitution, thereby fixing public education as the first charge upon the State treasury. This provision insures high standards of service to school children and good living conditions for teachers.

At each successive Legislature, the Association has fostered good school laws. A great service has been the defeat of unwise legislative proposals.

California has a strong, workable tenure law, for which this Association is responsible. The Association advocates improved professional ethics and standards.

Through the Association, rural supervision has been established and retained.

California Teachers Association inaugurated the laws,—(1) by which teachers receive salaries during illness; (2) retirement salaries upon completion of service; (3) sabbatical leave; (4) exchange of teachers.

The Association has worked successfully for the retention of free adult courses. A fair minimum salary law for teachers was proposed by the Association, and through its efforts, enacted into law. Twelve-month salary schedules for certificated workers may be set up under a new State law. An over-all tax rate which favors elementary schools was enacted.

The Association has defeated persistent efforts to deprive school boards of their rights to fix and to administer school budgets.

Sierra Educational News, official magazine of the Association, goes to every member. It is the oldest professional journal in the West, with the largest circulation and with high national rating.

Public Relations activities are important in maintaining good school conditions. The Association, to diffuse a better understanding of the schools, has field workers, radio programs, and state-wide newspaper publicity.

Through its Placement Service the Association has assisted its members, on a non-profit basis, to obtain suitable positions at minimum expense. The loan funds of California Teachers Association have aided deserving members.

The Research Department has issued studies and bulletins on major educational problems. The Legal Department has provided members with authoritative opinions on matters of school law.

INFORMATION

MEMBERSHIP. Membership in California Teachers Association is voluntary. Any school-worker, or other person interested in education, may become a member. Annual dues are \$3; life membership is \$75.

The Association has experienced a steady growth in membership, both absolute and relative to the total number of teachers. The "State Educational Society" was organized in 1863 by 450 members. In July, 1937, there were 35,356 members of California Teachers Association. In recent years the percentage of teachers who were members has increased from 36% in 1918 to 87% in 1937.

California Teachers Association is comprised of six geographic Sections: North Coast, Northern, Bay, Central, Central Coast, and Southern. Each Section has its own constitution, which is drafted by the Section members, and in every case is in conformity with the State Association Constitution. Every Section has a deliberate body known as its Council, elected by the Section members. These representative Councils discuss and act upon problems of local nature.

The activities of the State Association are authorized by the California Council of Education, a body of representatives elected by the Councils of each Section. The State Council annually elects a Board of nine Directors.

Departments of Classroom Teachers organized in five Sections under authorization of the Council of Education, regularly study classroom problems.

COMMITTEES. Much of the work of California Teachers Association is carried on by committees appointed by the President and approved by the Board of Directors. These committees meet at the times of the annual and semi-annual meetings and at other times.

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North Coast Section: President, Mrs. Alma Thompson, teacher, Ferndale Elementary School; secretary-treasurer, Mrs. Neal T. McClure, teacher, Ukiah Elementary School.

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California Teachers Association offers its members placement service at nominal cost. Members seeking placement service should address Earl G. Gridley, 2163 Center Street, Berkeley, phone THornwall 5600; or Fred L. Thurston, 200 Continental Building, Fourth and Spring Streets, Los Angeles, phone TRinity 1558.

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TRAVEL SECTION



YOU'VE heard the song, "across the sea, an island calling me" . . .

Along about this time of year we begin to think of summer, and summer sessions, and scout the travel hooklets for some place, *any* place, that one can reach and have the chance to play

Throughout the country there are increasing numbers of teachers who are learning of Hawaii, the island unit of the American nation. Dream's End for the teacher, with the beach, the moonlight, the reef, and no limitations on the matter of time beyond those of vacation. More and more are finding that there they can complete their own summer work without having it cut into their holiday time. The University of Hawaii summer session is the answer.

(This is not a propaganda yarn for that institution. The writer happens to have been a resident of the Islands for a good many years. The story is just to pass on to those who have not yet seen the beauties of Hawaii, the knowledge that they can see them, and still

AN ISLAND....CALLING ME!

Woods Peters, San Francisco

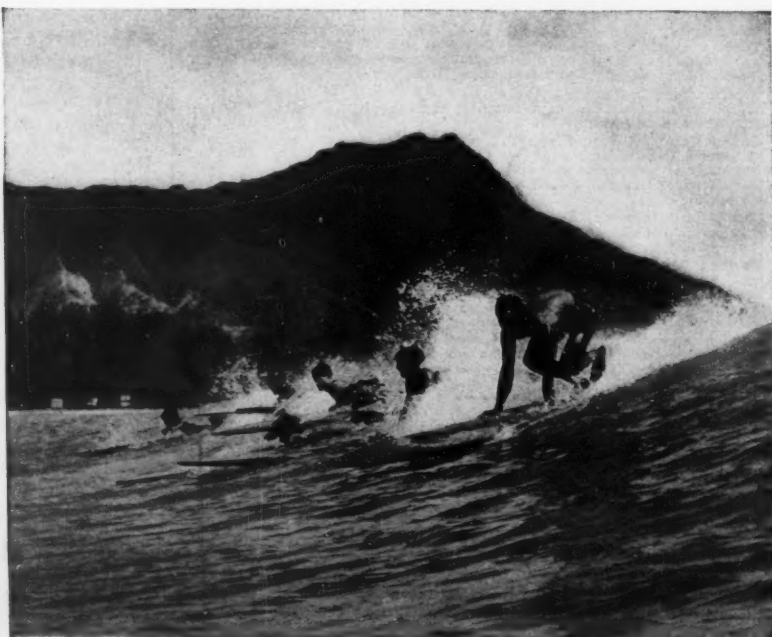
awhile in the few brief weeks between the close and start of work.

Perhaps we have dreamed of an island, or a group of islands, where warm sands are bathed at night by soft moonbeams, where the surf murmurs gently over a distant coral reef, where—oh, a lot of things! But islands such as those are so far away, and there just isn't the time. Or maybe there is . . .

carry on their educational work.)

You have heard of Hawaii; everyone has. Two thousand miles out in the Pacific, a few years ago it was the End of the World. Friends wept at the San Francisco docks when other friends sailed for the "Sandwich Isles." They looked for them back months, maybe years, later. But that was long ago; that was about the time I first went there.

Tears are *passee* these days. Hawaii is Honeymoon Land. It's only two weeks, round trip, even by ship; and by plane Honolulu



is but 18 hours. One sometimes wonders what the ancient kings who ruled down there would have thought had they looked from their isolated security into the future when man birds would be winging in from the rising sun.

Hawaii has not suffered by her modernization, no more than has the rest of America from her modernization. It's lovely to picture the glamour of the Older Days—but in Hawaii you still find them. The native villages keep up the romance of the past, while the great hotels and the city conveniences maintain the comfort to which we as Americans have become accustomed. Imagine phoning mother back in Kansas from beside the ancient City of Refuge in far Kona and putting in words that postcard epigram: "Wish you were here."

Would you like Hawaii? It's hard to say. If you prefer blazing summer heat or dust-filled bolting air, you'd better stay away. You won't find it in the Islands any more than you find beaches so jammed you can't get on them, or a lot of other things a person doesn't like. But if you like swimming in crystal-clear water at 72 degrees, or golfing, or riding, or just plain lazy sleeping—or a couple hundred other appealing things—then you will like Hawaii.

There is one factor about the Islands that a good many miss on brief trips to Honolulu, and it is something that should not be missed. It is a trip to any one or more of several other islands.

Each island of the group is intrinsically "different." To see Honolulu alone is to miss some of the most interesting things the Islands have to offer. Take the Big Island, for instance. . . .

An overnight boat trip (two-and-a-half hours by air), this unit of the archipelago should certainly be seen for its volcano, if nothing else. In addition, on the same island are the famous Black Sands of Kalapana, locale of the Bird of Paradise. Beyond, in the Kona area, are lava flows, native life,

and historical relics that give an entirely new picture of the American Territory of Hawaii.

Maui Island, half-way between the Big Island and Honolulu, is best known for its massive dormant crater, Haleakala, the largest in the world. A motor road now enables one to reach the summit of the 27-mile-round rim easily.

Kauai, northwestward of Honolulu, is one of the most delicately beautiful of all Pacific Islands. Geologically also one of the oldest, its canyons are deep and colorful, its beaches typical of the South Sea, its mountains verdant beyond description.

This is not to say that Honolulu itself lacks attractions. It does not. There is ample there to keep one busily occupied for as long as he or she can remain.

Scenically there is the Pali, historical cliff back of the city, the view from which is rated as one of the most spectacular in the world; the rugged Koko Head area, barren beyond belief; picturesque Nanakuli, where natives live and work as they have for countless years; sugar fields and mills, whose produce supplies the domestic sugar requirements of twenty million Americans annually. Then, too, there is Honolulu, the city of flowers.

IT IS in Honolulu that the University of Hawaii is located. Living there—and there are ample accommodations within the price range you anticipate—one is able to carry on the summer studies and in off moments explore the Bishop Museum, the world's greatest institution of its kind specializing in Polynesia; undertake the most unique field trips in botany, geology, etc., that are available in America; delve into Oriental and Occidental arts; and devote the rest of the time to those recreations that have made Hawaii so famous.

You will like Hawaii! This summer, I give you—the American Isles. . . .

Across the sea . . . an island . . . calling me . . .



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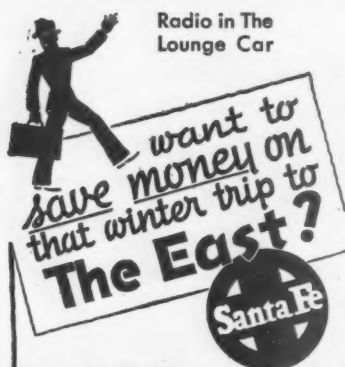
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QUAINT MEMORIES

A BRITISH RAIL JOURNEY IN THE 50's

C. M. Turner, General Traffic Manager of the Associated British and Irish Railways, London, England

FEW passengers who travel today on the streamlined, high-speed expresses of Great Britain's four main line railways can recall the discomforts of the trains of the middle of the last century.

Indeed, the improvement in rail transportation is scarcely less remarkable than is the change in the psychology of the traveller. The spirit of the times is perhaps more truly reflected in the development of rail transportation than in that of any other industry. It might be well for the present-day traveller, accepting as he does the luxuries of the modern flier as a matter of course (and inclined to complain if the train is half a minute late!) to consider the rail facilities that our grandparents endured.

First of all, when a rail journey was contemplated, they were subjected to a vast amount of advice: they were embarking on an adventure fraught with the perils of the unknown.

Specifically, they were enjoined to choose their places in one of the carriages at the front of the train, as those in the rear accumulated grit and coke hurled long distances from the enormously high funnel.

They must also sit with their backs to the engine, to avoid draughts in the cage-like compartments.

If grandfather and grandmother journeyed by night, they brought with them their own light, either in the form of a candle or an oil reading-lamp. If they were travelling third class, they carried their own luggage, as porters were forbidden to do this service.

Some of the lower-class carriages were without roofs, which required passengers to carry their own shelters, in case of rainy weather.

In the higher-class carriages, passengers might obtain a better view by reserving seats on the roof. In this case, a man, according to an edition of "Travellers' Friends" of those days, "should wear gauze spectacles, and a woman"—a rare and daring adventurer—"should be heavily veiled and comfortably swathed in rugs."

The sartorial splendor of the engineers on those early trains is noteworthy. It was considered "de rigueur" for the driver to be attired in a top hat, cutaway coat, and white trousers. The white trousers, considering the clouds of black smoke that belched forth from the smokestack, proves that the engineers of that era had quite as much fortitude as the passengers!

* * *

Meyer on Sweden

CALIFORNIA College of Arts and Crafts, Oakland, issues an admirable and interesting bulletin Arts and Crafts Affairs, now in its sixth volume.

A recent issue carries a report by President Frederick H. Meyer concerning his trip to Europe and his experiences there. His comments, for example, concerning Sweden are of significance:

"Sweden is the most civilized country in the world today. Untrammelled by wars, it has developed normally and sanely.

"Much has been done toward the abolition of extremes of poverty and wealth. There are many cooperative economic ventures; there is practically no political or economic unrest.

"In Sweden the applied arts have freshness and vitality, built upon an uninterrupted tradition of sound design and craftsmanship."

* * *

B. A. Lechner, general manager, American Express Company, 253 Post Street, San Francisco, announces the following appointments in the local organization of that company,—Claude Harmon, district manager; H. F. Seal, manager, foreign independent travel; D. L. Dietrich, manager, domestic department.

Salt Lake City Meetings

American Association for Health and Physical Education, a department of National Education Association, Southwest District meeting will be held in Salt Lake City, Utah, April 14-16. Western Division of National Recreation Association is also holding its meeting in Salt Lake on April 13 and 14.

The meetings will be held in the Newhouse Hotel. Inasmuch as these meetings are being held during the spring vacation, large delegations of health, physical education and recreation people from California are expected to attend.—Charles W. Davis, President, Southwest District, American Association for Health and Physical Education.



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Train of Glass

An exhibition train of glass has just been completed by the British railways in cooperation with one of the large Lancashire glass works. According to C. M. Turner, general traffic manager of the Associated British and Irish Railways, the purpose of this "glass-age" train is to show architects, the building trades, and the public the usefulness, beauty, and varieties of glass.

Skilled glass-fitters have converted two of the largest passenger cars into a miniature "Crystal Palace-on-Wheels," in which some 200 varieties of glass are demonstrated. The exterior of the train, with the exception of the roof, is almost entirely covered with glass. Strips of vitroflex—flexible mirrored glass—run the full length of the train, which carries the glass letters "Glass Age Exhibition Train." 120,000 miniature mirrors have been used.

Inside the train the walls, mural decorations, ceilings and floors consist entirely of glass, and features include a glass fireplace, an all-glass cocktail bar and an all-glass table in a narrow space, which, by the use of mirrors, is made to look like a vast circular room. Numerous examples of the decorative effects of glass in conjunction with modern lighting methods are included.

The train is now making a three-month tour of England. Films will be shown at 39 places, illustrating the more recent manufacturing processes and the innumerable new ways of using glass effectively.

Charing Cross

Almost every visitor to London has at some time during his stay had occasion to use either the railway—or the tube station at Charing Cross, but few, perhaps, know the romantic history behind the name, says C. M. Turner, general traffic manager of the Associated British & Irish Railways.

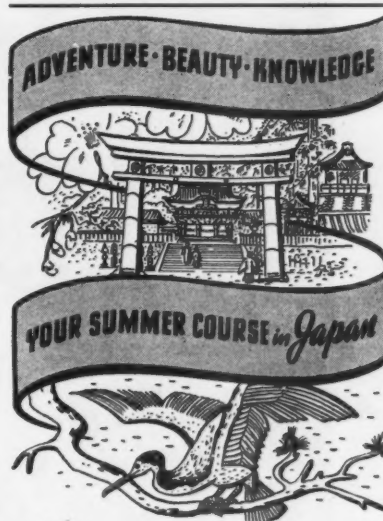
When Edward I was King of England, six centuries ago, his royal consort was Queen Eleanor, greatly devoted to her husband and immensely popular with the people. The Queen died in 1290 at Harby, in Nottinghamshire.

The sorrow-stricken King had her body laid in state in Lincoln Cathedral and brought by road to London for burial. The funeral procession wound its way slowly over

the 150 miles from Lincoln. In fact, the route was longer than this distance, as the King had arranged that the corpse rest each night at a monastic house.

Wherever a night was spent, the King directed that a beautiful cross be erected as a memorial to his beloved Queen. Twelve such "Eleanor crosses" were raised, the last in London. This was called "Chere Reine,"—Dear Queen—and it is from this French term that "Charing Cross" is derived.

Of the twelve original crosses, only two are now standing; the present memorial cross in London is a replica of the original. Eleanor the Good was buried in Westminster Abbey, where a memorial tablet marks her final resting place.



This Summer enjoy the wonders of this friendly Empire! Join with the Japanese in their artistic "flower-viewing"—their historic tea ceremony—their vivid sports and colorful, festive ceremonies. Play in vibrant Tokyo. Etch an impressive memory of the great Buddhas of Nara and Kamakura. Gain inspiration from majestic Fuji.

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Monterey Cypress, a wood inlay picture by Leslie V. Russell, of Aptos Junior High School, San Francisco. See Page 47.

Sierra

EDUCATIONAL NEWS

JOHN A. SEXSON *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*



VOLUME 34 ♦ JANUARY 1938 ♦ NUMBER 1

EDUCATIONAL POLICY

CALIFORNIA TEACHERS ASSOCIATION CONFERENCE ON GROUP LIVING
AND DEMOCRATIC POLICIES, DECEMBER 10, 1937,
BILTMORE THEATER, LOS ANGELES

FIVE HUNDRED or more persons, from all California, assembled for the C. T. A. educational conference on Group Living and Democratic Policies. These persons are largely responsible for planning and directing the programs of public education in their several communities.

The conference had two major purposes:

1. To present to these leaders constructive ideas on the more significant problems of our present-day society.
2. To exemplify in the procedures followed in the conference the methods by which these persons, returning to their own communities, may select speakers, organize problems, and direct the public in the study and consideration of societal problems in whatever areas there is felt to be a need for such study.

The problem of the day was defined as follows:

Any society, whatever its theory of social and political control, is not homogeneous. It is composed of castes, groups, factions, parties, cliques, vested interest groups, majorities, minorities, social, political, economic, cultural, and religious groups, which will, unless techniques of cooperation are followed, clash and come into conflict. These clashes will be more or less violent and destructive

according to the degree of divergence of interest and the relative strength and aggressiveness of the groups involved.

Totalitarian states deal with these groups in one way. Dictatorships have their methods. Communistic and socialistic societies face the same problem. Democracies, too, must arrive at a way of life for all their people that will make life, liberty and the pursuit of happiness a reality. What, then, are the democratic techniques by which groups of divergent and often conflicting interest may live and work within the framework of a democratically organized and administered society?

Mr. George H. Merideth, deputy superintendent, Pasadena City Schools, presided.

I. Morning Session — Controversial Issues and the Democratic Process

In opening the morning session, Dr. John A. Sexson pointed out that democracy is more than a political theory; that it is, in fact, a way of life. In America, he said, we have had a blind faith in democracy, but we have expended little effort in making that democracy workable, in developing techniques by which problems can be handled in a truly democratic way.

The purpose of the morning conference was to discuss, in turn, the highly controversial issues in three areas: (1) majority and minority groups; (2) capital and labor, (3) church and state; and to consider the democratic techniques by which groups with

conflicting interests may live and work together in a democracy.

Dr. Sexson's address, in condensed form, appeared on pages 7 and 8 of this magazine for December, 1937.

Dr. Sexson then introduced Mr. Merideth, who directed the following program:

Majority and Minority Groups

I. Issues confronting Majority and Minority groups in a democratic society.

Democracy is unique in that it not only allows, but depends for its very vitality on, intelligent differences of opinion—upon the right of minorities not only to exist but to become majorities. The rights of citizens to propose measures, to discuss issues freely, to decide issues at the polls, to appraise and amend decisions in the light of intelligent judgment, and the obligation of citizens to accept majority decisions—all these are essential to a working democracy. We need not and must not demand uniformity of opinions. What we must demand is a type of organization in which the decisions of the majority will be intelligently made and willingly accepted and the rights of minority groups will be universally respected.

How, in brief, may the government become more truly a government of the people, by the people, and for the people?

A. Dr. Edward M. Sait, professor of political science and law, Pomona College, pointed out:

1. The necessity that majority opinion prevail in a democratic society.
2. The place of the two-party system in American political life.
3. The fact that the viewpoints of majority and minority groups differ more in degree than in direction.

Dr. Sait said, in part, that the most important political development of our age is the emergence of autocratic governments in so many states. We use the term dictatorship; it would be more correct to speak of benevolent despotism or monarchy. This phenomenon, though familiar enough to his-

torical students, is commonly misunderstood. I shall endeavor to explain it in terms of American political life.

I glance first at our party arrangements. All English-speaking countries—the United States, Great Britain and the British Dominions—adhere to what we call a two-party system. In fact, there are usually more than two parties. There may be six or eight.

But the two major parties absorb the others and the support of the electorate. In our last two presidential elections they received 97% of the popular vote. Occasionally, it is true, a third party may develop formidable strength, even to the point of getting possession of the government. Superficial observers then assent that the two-party system has broken down and that we are approaching the multiple-party or group-system of Continental Europe.

But soon—invariably, as a matter of fact—the old practice recurs. In Australia, Conservatives and Liberals fused themselves together to combat the Labor Party. In this country, to take a single illustration, Democracy under the leadership of William Jennings Bryan swallows Populism. For 150 years the American people have clung stubbornly to the two-party system, notwithstanding momentary aberrations. . . .

The two major parties have seldom diverged greatly in doctrine. They have never done so for any considerable length of time. Their platforms, though differing from their actual behavior, have shown a remarkable similarity in matters of policy, offering only a little more or a little less of the same thing. . . .

In the past, democracy has been notoriously fragile as compared with other forms of government. It has perished with the disappearance of consensus, with the rise of sharp social cleavages that permitted no compromise. Arms have taken the place of argument, bullets the place of ballots, chaos the place of consensus.

What then follows? Always the man on horseback, always the tyrant, as the Greeks called him, the benevolent despot, the dictator.

Let us not forget that the way to self-government, to the thing that we have now and prize so much, was prepared by centuries of popular discipline under monarchy. What has happened now in countries like Italy is the resumption of authority of monarchy after the breakdown of consensus. The bulk of the people receive it gladly in exchange for chaos or the authority of chaos.

The issue is before us. We are facing the most serious issue that has arisen in this country since the Civil War. Our most precious political liberties hang in the balance.

We can only hope that the good sense and practical sagacity of the American people will find a solution before violence and the

flouting of public authority have become chronic.

Consensus, though so hard to establish, is very, very easy to overthrow.

B. Dr. A. Bruce Anthony, associate professor of economics, University of Southern California, representing the Minority, emphasized that democracy cannot be vital and effective unless discriminations against majority groups are eliminated. Discriminatory influences are of two types:

1. Government and state pressures, such as hostile legislation, hostile judicial and police action, and use of public schools and universities.

2. Economic pressures, such as insufficient economic power to place their cause effectively before the public, and the lack of efficient news organs for minority groups.

Dr. Anthony stated: I don't find myself in direct opposition with Dr. Sait on the two-party system. I should rather define my position as "slantwise." I want to run through briefly the disabilities with which minority groups in America are confronted today. I am talking from the point-of-view of the United States as a whole. I am also talking from the point-of-view of the perennial minorities—not of major parties temporarily out of power. Pressures used by government and state against minorities in the United States today:

1—Hostile legislation, sedition acts, anti-syndicalism act, measures for the safety of the state, etc. Frequently this is a cloak behind which the majority masks its prejudice against the minority.

2—Hostile judicial action, restraining orders, injunctions against speeches, meetings and solicitation of monetary support by members of the minority group.

3—Hostile police action: closing public halls to minority speakers and meetings; prohibition of parades, posters and other methods for gaining recognition; frame-ups—arresting members of minority groups for trivial or non-existent misdemeanors, in order to strike terror into the hearts of minority group members, so as both to paralyze their action and to prevent other people from joining them; acquiescence by the police in acts of violence by private citizens against minority groups: beatings, lynchings, destruction of books, papers, printing presses, etc.

4—Discrimination in the matter of public appointments: judgeships, district attorneys, inspectors, inspectors are denied to minority group members or suspected sympathizers, even when the offices in question do not represent policy-making functions. This is done to prevent men of talent and ambition from joining or supporting the group in question.

5—The use of public schools and public universities indirectly to attack and weaken minority groups: professors and teachers sympathetic to minority groups are denied promotion, recognition, and in some cases even dismissed on trumped-up charges of in-

efficiency, insubordination, or even personal immorality. Professors and teachers who are willing openly or subtly to propagandize against minority groups among the students are rewarded by prompt recognition and advancement. In some cases objectionable teachers are shifted to undesirable posts. It is all very well to talk about minority groups, but there are many fully demonstrable, proven cases of the type which I have outlined.

General conclusions: 1—The principles of political freedom, no matter how beautifully they may be embodied in the nation's fundamental law, will never be preserved unless they are actually realized in current political practice. There are few places in the United States today where our constitutional bill of rights is completely respected both in letter and in spirit.

2—More political freedom, even if actually realized, will never preserve American democracy. Adequate economic freedom for minority groups is also a prerequisite for American democracy.

3—Political democracy in America will never be convincingly real and vital until every one of the disabilities which I have mentioned is definitely eliminated.

Capital and Labor

II. Issues confronting Capital and Labor in a democratic society.

We have developed a tremendously rich country under the capitalistic system. As the frontier has disappeared, however, and as natural resources have diminished, we have been faced with new problems—technological unemployment, inequitable distribution, and restricted consumption—all in a society abundantly supplied with human and material resources. These problems are of the most vital importance to us all—to the employer, the worker, the consumer. We have more shared interests than conflicting ones.

How can we develop techniques by which capital and labor, employer and employee, can work together in the achieving of these common purposes?

A. Speaking for Labor, John Dalton, member, Los Angeles Board of Education; president, Los Angeles Typographical Union, contended:

1. That democracy and the rights of the laboring man are essential, one to the other.

2. That all labor legislation is the outcome of the efforts of organized labor groups.

3. That organized labor desires for its members not only a living but a saving wage.

4. That all types of democratic techniques are to be exhausted before the strike or boycott is used.

Mr. Dalton stated that one of the cardinal principals of labor is organization. And in order to carry out the principles of organized labor we proceeded backstage. Mr. Roth and myself, to organize! We agreed that this

In every case, a digest or excerpts only of the speaker's remarks are given; this is in no instance a verbatim report.—Ed.

was not a place, nor were either of us inclined to enter into a debate on the question of organized labor, because I believe that we both think along the same lines on many of the points confronting labor and capital today.

My chief object in being here besides being happy to be one of this institution, is to present to you my ideas of organized labor, and what organized labor stands for in this democracy, and outside of a democracy I don't know of any country where organized labor is permitted to exist.

Where organized labor was a factor in other countries, it has been immediately wiped out upon the ascendancy of a dictator, whether it be Russia, Germany, Italy or any other country. Democracy and labor go hand in hand. Without democracy there can be no recognition of labor, and without a recognition of labor there can be no democracy.

Since its early inception, the American labor movement has contended for a high standard of living, to create and support independence among its members, to establish a work-day and a work-week in conformity with scientific improvement in machinery and methods of production, to establish and maintain not merely a living wage or an existing wage for its men, but a saving wage, so that when they have passed their usefulness they will not become a charge upon the community, but will have had an opportunity to set aside something to maintain themselves in their old age.

Old Age Pensions

I submit to you that if that condition had prevailed throughout this nation, there would be no necessity for the government to support an old-age pension, and require the citizens of the various states to deduct from the wages of the working people and the income of the employers a certain amount of money each week to protect the people from the specter of starvation when they become too old to work.

Labor recognizes the necessity for this, and it strives to teach its members, to help them make life the better for having lived, to instruct them in their rights as citizens and the duties and obligations they owe to their country and to their fellow men. For many years organized labor was the pioneer in this country in a fight to take our young children out of the mills and the factories and to keep them where they belonged, in the homes, the schools and the playgrounds.

If it were not for organized labor, if it were not for the representatives that labor keeps in the council halls of the city government, the state Legislature and the national Congress, there would be no laws on the statute books today providing for an 8-hour day for women, for a minimum-wage law for women, for compensation for injury, for health and sanitary regulations, for protection and guards on machinery, and a number of other constructive measures.

If it were not for the activity and vigilance of representatives of organized labor there

would be many laws on the statute books that would strive to chain a man to his machine. We have endeavored at all times to protect the men and women who work, regardless of whether they belonged to organized labor or not.

Labor believes that it is justified in resorting to every lawful means to protect its members and guard their interests, and it is entitled to sympathetic and moral support from all fair-minded men and women.

Labor recognizes the right of capital to organize, and it maintains and demands for itself that same right. It feels that it is entitled to a just share of the wealth that it produces, not to a merely living wage, an existing wage, but to a saving wage.

Viewpoint of Capitalism

B. Almon Roth, president, San Francisco Waterfront Employers Association, speaking for Capital, pointed out:

1. The desirability of a written contract on employment conditions.
2. The necessity that organized employer and employee groups discipline their own members.
3. That the most hopeful sign in the capital-labor situation is the enlightened public interest.

Mr. Roth stated: I have no controversy with the representative of labor. Personally, I believe in collective bargaining. I am engaged in a great effort to make collective bargaining a success in America.

Whether we like it or not, the whole question is one which goes to the very core of our democracy. Unless we settle these problems, we are headed for the rocks that other democracies have crashed on.

More than 50 governments in the world have changed their form because of their inability to deal with these fundamental questions. As organized employers, we have no discretion in the matter of how we shall pursue this matter. The right of labor to organize has been recognized. Employers must deal collectively, and our mutual problem is to make this problem of collective bargaining work.

We have been an experimental laboratory for some years. The trouble first began in 1849 when sailors abandoned 172 ships in San Francisco harbor in order to go mining. Since 1850 we have been struggling through various difficulties. Finally we find ourselves in this position: whether or not men with a common interest in an industry can reduce to common agreement in a written contract the terms and conditions under which employees shall operate in that industry, and then enforce that contract.

I have great faith, after 10 months, in our ability to engage in collective bargaining. When the strike ended in 1936, we reduced to a written contract the matter of wage and the matter of hours (a 6-hour day) and the matter of working conditions, but left open three problems—the size of the load,

which seems a little thing but has made the most difficulty because employees thought they were being asked to speed up and the employers thought reduction of size reduced efficiency. It is a tribute to the efficiency of labor that we are now using three men instead of two on longshoremen's jobs!

After 5 weeks of discussion over the table, we finally agreed upon 89 separate items. Labor and industry can reduce their understandings to a written contract, even in the minutest details. Having proven that very necessary step, it is necessary to see that the contracts be enforced, to develop leadership for fair interpretation of the contracts.

Employers should be organized to deal with labor. We have not reached the millennium—many employers must be forced through organization to meet a problem constructively and see that its members do not chisel. The same responsibility is absolutely necessary on labor's side.

The most hopeful sign is that people like yourselves are analyzing these situations. Therein lies the hope for each of these groups, because they respond to nothing so quickly as to real intelligent public opinion.

Terrific losses are involved in these disputes. The strike in San Francisco entailed a loss of from \$200,000,000 to \$500,000,000. The bonded cost of the San Francisco and Golden Gate Bridges was only \$267,000,000. If you could have stopped the tieup ten days sooner, you could have built the Golden Gate Bridge with the savings. Industrial tieups in this country this year have resulted in a loss of \$5,000,000,000.

Our problem is to find employment, and we are spending billions on unemployment. Due to the inability to find contractual relations, we are spending billions on losses.

I am still an optimist. I believe that we must be patient. Labor is dealing with a new weapon. Sooner or later we will find a new responsibility on the part of the new unions. The older unions have had an enviable record. Long organized unions hold the hope for the newer unions which have not had the chance to develop responsible leadership. The men themselves know it is not good business to stop work.

Labor men are honest and willing to deliver a day's work when they know they are being fairly dealt with. You will find that they are willing and able to deliver an honest day's work. We need enlightened approach. I believe we are going to get it.

Church and State

III. Issues confronting Church and State in a democratic society.

History has seen many changes in the role of organized religion in society. At one extreme we had during the Middle Ages complete control of the State by the Church, while we have in some countries today the complete control of the Church by the State. We see, on one hand, today evidences of the breakdown of religious influences; on the other hand, we see increased sensitivity to

many human and spiritual values. These contrasts lead to many questions:

(1) *What is the place of the Church in a democratic society?*

(2) *In what ways has the Church stimulated and in what ways retarded the solution of present-day problems?*

(3) *In what ways do the schools and the social agencies, as well as the Church, contribute to the development of spiritual values?*

(4) *How may all these agencies cooperate most effectively in developing the spiritual values essential to rich, significant living in a democratic society and yet leave to all individuals freedom of conscience?*

Speaker: Dr. Theodore G. Soares, professor of ethics, California Institute of Technology.

Position of the Church

Dr. Theodore G. Soares clarified the position of the Church in a democratic society:

1. The function of the Church is to hold up spiritual ideals, higher values.

2. The Church is an educational institution through which democracy educates itself in a philosophy of life.

3. The Church is undemocratic when it attempts to enforce its ideals upon others through legislation.

4. On the other hand, the State is undemocratic when it passes laws which demand that a man be disloyal to his own religious beliefs.

Dr. Soares: I am sure we feel we have been engaged in a very democratic process. If only in every part of our land there were free platforms upon which a man might say the bottom-most thing that he believes, our democracy would be safe.

Of course, fundamental conflict is incompatible with democracy. If there is any group that is opposed to the whole process and purpose for which the democracy exists, if there is any group who is fundamentally opposing his opinion to that of the community as a whole, then you have an incompatible situation.

Difference of opinion, very wide difference of opinion, yes—but there cannot be any part of the community that is trying to destroy any other part of the community, without vitiating the democratic process.

When you come to Church and State, there are two institutions, each of which demands unlimited loyalty. If not the Church, then the religion that the Church represents certainly demands unlimited loyalty. "Thou shalt worship the Lord thy God, and He only shalt thou serve." You have got to obey God, if you know what that means, and if you know what God means, Conscience must be king.

And yet there is the State that demands the last full measure of devotion, a State that will make laws that every citizen must obey.

How are you going to reconcile two such loyalties? What would happen if those loyalties should clash? Of course there is no difficulty if they don't clash. If the loyalties of the two institutions are entirely different

there can be absolute loyalty to both without any clash.

"Render unto Caesar the things which are Caesar's and unto God the things which are God's." The spiritual and the temporal—give the temporal loyalty to Caesar and you can be perfectly loyal to God.

How are you going to tell what is Caesar's and what is God's? Under totalitarian states today everything is Caesar's. We sometimes speak of the Middle Ages as the time when the Church was supreme and the State accepted its direction. That was never so. The Church was never completely supreme, and the State never accepted complete submission.

Let us see as we follow the discussion what is the place of the Church in a democracy—what is the place of this institution with its ideas of supreme spiritual loyalty in a democracy? The Church does make a great democratic contribution with its fundamental doctrine of man's equality. Every man is equal before God. The Church is in a sense a very great democratic institution, because it is founded upon the concept of the supreme worth of the individual human spirit. It is not a matter of majorities, but of the individual with his human spirit.

There is a function of the Church in democracy that has a very considerable bearing on our discussions this morning. You might not agree with me. I should regard it as one of the great functions of the Church to be the critic of democracy. Of course the very essence of democracy is criticism. Everything that has been said this morning on the subject of minorities, on the subject of freedom, indicates the necessity, if a democracy is to be vital, is to be pure, is to be progressive, that it shall be open to criticism. Of course, it is open to criticism from many points—majority and minority, labor and capital, are all critical of our social order.

IV. Conclusion and Summary by Mr. Merideth.

Luncheon recess until 1:30 p.m.

Afternoon Session

I. Extension of democratic policies to the School (Panel discussion).

What problems confront those engaged in the operation of the public school within a democratic society? How may they make the school most effective in the attainment of truly democratic goals, through democratic processes and thus productive of succeeding generations of individuals better conditioned to the democratic way of life in public and private affairs?

A. Speaking for the Parent—Mrs. Mark F. Jones, member, State Committee on School Education, California Congress of Parents and Teachers.

1. The autocratic home fails to train children for democratic living.

2. Greater consciousness of group welfare and application of the Golden Rule would avoid many social problems.

Mrs. Jones: In giving some thought to the problems which confront our leaders in our public schools here in this democracy, it occurred to me that two of the big questions which were pertinent to this were, first, the homes from which these children come to our public schools, and second, the members of the group which go to make up that family unit.

Many of us like to think of the home as a relationship between husband and wife, between parents and children. It is the center of life, but not its circumference. It is where there is individual development of each member of that group, not only as he himself develops with his capacity, his interests, goals and achievements, but as he develops as a contributing factor and as a part which goes to make up the whole.

The Family Circle

For that reason it seems to me that we as parents have not assumed our responsibilities in developing a consciousness in each member of the family that he is only a small part of that whole, and his achievements are in proportion as the whole group achieves.

The members in the family circle should have a definite influence upon the interests and achievements of that child. It may be the parents, brother, sister, aunt, grandmother, or even the maid, but they have certain patterns that are all too well recognized on the part of our public schools.

Factors are: 1—Health. 2—The economic problem in the home, whether it deals with poor citizens or those who have more of the world's goods than intelligence to use them. 3—Some kind of work to do. No matter what the economic status may be, it is vitally important that every member of a group have something to do, that he have goals set before him, in order that he may have the satisfaction of achievement of these goals. 4—Recreative play, for which there must be a preparation for the actual participation. 5—Harmonious social relations in the group and in the family.

B. Speaking for the Student—Robert Coates, student, Pasadena Junior College.

1. The democratic school set-up of the Pasadena Junior College was described.

2. Its limitations and needs for further refinement of democratic techniques were pointed out.

Robert Coates: I would like you to understand my conception of democracy in the schools as it has been taught to me in the modern school system. We have a president of the Student Body whose job is to coordinate all activities. Under him are two presidents—one of the girls and one of the boys. These form the executive side.

On the legislative side we have a cabinet, composed of secretaries of finance, music, art, social affairs, publications, etc. These secretaries have quite a job on their hands. The secretary of finance has to take care of the entire burden of the finances in our school set-up. The secretary of records keeps a record of every activity in the school—

ushering at football games and meetings, making sandwiches for the band and the football team after games.

The election committee handles one of the most important activities of a democratic government.

I believe our democratic government at Pasadena is one of the most democratic that can possibly be developed by a student body. If we could change the government, the changes would be minor. In student elections there is a great deal of propaganda, and it is not logical propaganda. If you can get up before an audience and make a good speech and comb your hair the right way, you can be elected! (Laughter!)

The basis of a democracy is its ballot, and if the student doesn't know how to use it, how can you expect democracy to exist? A course in constitutional development should be compulsory. You should know what the Constitution says, why it says it, why you have the ballot, why you should vote, and everything it is possible to know about a democracy.

At one time only 10% of our student body voted for its officers. We believed it was because the students were not interested, so we set about to make it interesting. We set up public address systems and had election speeches. That brought out the votes.

The Teacher Speaks

C. Speaking for the Teacher:

1. Robert S. Farrar, assistant vice-principal and teacher of social studies, Santa Ana Senior High School.

a. It is necessary that teachers develop a workable definition of democracy and understand its implications.

b. Teachers must continuously improve their democratic techniques and skill in handling controversial issues in the classroom.

Mr. Farrar: I think that the problems which confront the classroom teacher in a democratic society are the ones you have mentioned, and the needs as well. These are not alone those of conflict between the teacher and the administration, but more far-reaching.

Within the classroom the greatest danger to democratic organization is the inherent tendency of teachers, taken by and large, as years go by to resort to undemocratic teaching procedures, even dictatorial in some instances.

This results from the fact that coming from universities imbued with the finest ideals of democracy, they attempt to put them into practice, don't make a good job of it, incur the hostility of other administrations, become discouraged and then follow the line of least resistance—autocracy in the classroom.

The difficulty of making democracy understandable to the students in the lower levels—junior high school, and even the high school—is that the teacher, unless she is

zealous and persevering, is apt to become discouraged and feel that it is useless to continue.

The difficulty on the part of students is their tendency to misinterpret controversial subjects. Outside the classroom, school administrators, taking them as a group, in some instances trained as they have been in the traditional schools of the past, are inclined to judge teachers on discipline, ability to maintain a quiet classroom, or manifest toward teachers an indifference which is blasting to our highest desires to make our classroom situation democratic.

Also, in relations with pupils misinterpreting controversial subjects, they are quick to misjudge and criticize and slow to praise the teacher who is going through the difficult process of democratic methods in her classroom.

How may these problems be solved? We have faith that they can be solved. First, the teacher must have a workable understanding of the meaning of democracy. It may be obtained in a variety of ways, from a study of the origin and operation of our government, from universities, etc.

And the teacher must have more than an understanding of democracy. She must be imbued with a zeal to carry out these ideas. This is the most difficult part. A fine adjustment between the theory and practice, between the ideal and the actual. This involves some very important and serious considerations.

The teacher must be careful to judge her own personality and her own ability to handle the mechanics of a democratic classroom. If she does not handle it efficiently, she will incur the indifference if not the hostility of her administrators. Teachers should be trained from the university with not only theory, but wisdom and judgment to apply these principles skillfully and carefully and judiciously in practice.

In some cases the class may be governed almost exclusively by its own considerations and its own officers, chairman and committees, with the teacher exercising what authority she does through the powers that are delegated to her by the consent of the class. In this way we are approaching in the more progressive schools the learning of democracy by doing. In other schools, which have not advanced as far, the teacher should make some steps in this direction, introduce some methods of democratic procedure.

The Teacher's Attitude

2. Ethel F. Sykes, teacher of English and social living, Normal Arts High School, Los Angeles.

a. Teachers have contributions to make in such areas as planning school buildings, designing salary schedules, and selecting classroom materials.

b. Pupils gain through democratic classroom teaching such values as training in leadership and followership, a sense of the

interdependence of individuals and groups, and a growing power to think critically.

Mrs. Sykes: I think we already have evidence of the participation of teachers in the making of curriculum, also in their own improvement in service.

It is rather regrettable that the contribution of teachers has not been recognized in the building program. I suppose the one person not consulted about the type of workroom suitable for the children is the person who has many direct contacts with the children.

I should like to speak about this operation of the democratic process in the classroom itself. The creative teacher acknowledges this desire for participation in the organization of his own room. The school will become more effective as it provides opportunity for each pupil to develop initiative, self-direction, resourcefulness, workmanship, responsibility for accomplishment, and a sense of adequacy to meet the situation in which he finds himself.

Teachers of experience find that students require the same high standards as they themselves. Usually giving the students a voice in the content of their study has a vitalizing effect. The classroom becomes a laboratory in which projects are undertaken to meet some social need. More cooperation is substituted for competition.

Members of the group enter the undertaking as they feel challenged by the opportunity to contribute.

Curricular Viewpoint

D. Speaking for the Curriculum Consultant—Jay D. Conner, director of elementary education, San Diego City Schools.

1. Present school programs should be considered transitional, rather than ideal.

2. The sequence of curricular materials should be determined in the light of the most effective organization to achieve social-economic goals.

3. Statements of objectives should harmonize emphases on the individual and the social situation.

Mr. Conner: There are a few problems that we are inclined to be comfortable about at present as though the solutions were easy, when as a matter-of-fact we find that they are not solved very adequately at all.

One is the kind of orientation that our program shall do. We have not answered this question at the present time.

We make one great error in ascribing to the newer programs all of the ideal values and hopes, and then it becomes apparent that the new program is not achieving all of those ideal values, because probably no man-made program can achieve all of those values.

Our present programs should be considered directional rather than complete answers to our problems.

We find a rather ready and almost unanimous acceptance of the point of view that the curriculum must be orientated to the democratic social order. However, that opinion is not accepted thoroughly in the

school personnel or by the public. We are dealing with two aspects of work: (1) the development of specific schools and colleges, and (2) orientation.

It is perfectly consistent, therefore, to take the position in the orientation program that we must shift from the subject-matter to the life center dealing with the social situation in which the learner finds himself. Hand in hand is the problem of determining the sequential line of experiences which children are to go through.

In selecting and arranging our experience, another problem with which we are faced is that we tend to think of the experience in terms of knowledge outcomes, forgetting that there are equally available outcomes in terms of personality development and growth. In a subject-matter concept of the curriculum, it is impossible to include any problems to which there are not answers to be given on an authoritarian basis.

Development of the individual is the third objective of the curriculum commission. The development of select knowledge, then emphasis upon the social situation, and then the individual. There is a perfect trend there if we can harmonize differences and bring our program together. No individual can function in isolation.

E. Speaking for the Principal — Helen Babson, principal, Eagle Rock Junior-Senior High School.

1. Democratic participation by teachers in the administration of Eagle Rock Junior-Senior High School was described.

2. Under democratic administration, decisions are reached by obtaining and considering the reactions of those most concerned; the administrator's task becomes chiefly one of coordination.

Miss Babson: Since the work of the schools is done in the classroom, the basis for planning must come from the classroom. At Eagle Rock, the work is set up, activated, originated and carried out from a series of student and faculty committees.

The policy of the school is made by a group of 25, revising and reconsidering the very simple philosophy under which we live. Several years ago the objectives of the school were crystallized into four which have changed several times, and which I hope will continue to change. The students work with the faculty to suggest how achievements may be made more than words.

Each teacher selects her group level. Regular meetings of teachers go through a circular procedure. First a decision is made by the teachers on social and academic factors and the personal interest of the group with which they work. Second, a statement of the kind of activities growing out of the activities of the school, which may further constant growth. Third, whether or not those activities would achieve the individual and social improvements for which they were designed, and a restatement of the purposes of the group.

The accomplishments of this method are:

(1) A set of social attitudes, responsibility,

A GOOD SEASON

DURING recent months California teachers have enjoyed and benefitted from a remarkably good statewide series of county teachers institutes and C. T. A. meetings.

Throughout the California counties, from Modoc and Del Norte in the north to San Diego and Imperial along the Mexican border, these conventions and educational conferences have been notably progressive and inspiring.

The larger conventions, in populous centers such as Los Angeles metropolitan area and San Francisco Bay area, have been carefully-planned and well-staffed. Likewise in remote counties such as Inyo, Siskiyou, and Nevada, admirable and worthy programs were presented.

achievement, etc. (2) A set of specific social attitudes—student government, traffic laws, etc. (3) A set of interests. (4) Health. These are objectives toward which they are to work.

Our committees originate from the office or from the teachers themselves. They grow directly out of our life together. Wherever there is a need for groups getting together, opportunity is made for committee work. For instance, a group of students and faculty together is now working on assemblies, how they may be made to carry out our ideas and become more significant.

F. Speaking for the Board of Education member — Eugene Tincher, president, Long Beach Board of Education.

1. The functions of the Board of Education are to protect the schools against certain citizen groups and to protect the interests of the public which they represent.

2. If teachers are to participate in administration, they must do so democratically—their representatives working with representatives of the public.

Mr. Tincher: We should remember that this democracy of which we speak is of two-fold character, the mechanics and the spirit. A democracy is a form of government in which the supreme power rests with the people, and that power speaks either through the people themselves directly or their chosen representatives.

That places the board of education at the very important point—we are supposed to be the funnel through which public opinion is poured. There are some concepts concerning a board of education's position which might be spoken of. It has been said that one function of the board of education was to protect the schools against the public.

The meetings of the six geographic sections of California Teachers Association featured timely educational themes. Central Coast Section met at San Luis Obispo; Central Section at Fresno, Bakersfield, Tulare and Visalia; Northern Section at Sacramento; North Coast Section at Eureka; Bay Section at San Francisco and Oakland; and Southern Section at Los Angeles.

Officers and staff-members of California Teachers Association attended the meetings and addressed numerous sessions. Local teachers organizations likewise were well-represented, as was also the State Department of Education.

The recent institute period marks a new high level of convention accomplishment in California.

The word public is oftentimes abused and misinterpreted to mean a group of the public.

The board must also protect the public against the schools, because inside of the public schools we find outcroppings of undemocratic processes, promotion of plans and schemes which are not inclined to promote democratic processes.

What part might teachers have in the formation of these mechanics—such as buildings and the planning of them. From the teaching force often comes the most valuable contribution to the planning of the building. In cooperation with the architect and the engineer, we find by examination and scrutiny that the setup thus best serves the purpose for which it was intended.

In the employment of the teacher the board relies chiefly upon the superintendent. The other end of the chain is not so well provided for. I am not hunting danger, but it is a weakness. Boards of education are not enjoying the full concepts of the processes of democracy as at the other end of the line. There should be some relief so that equality of opportunity to children in the classroom may not be jeopardized by lack of ability on the part of the teacher.

The board sits in a triangle of responsibility—from the people, to the employees, and for the children. The basic responsibility is to the people, in whom is vested the supreme power in this whole matter.

G. Speaking for the Superintendent — Dr. Percy R. Davis, Superintendent of Schools, Santa Monica.

1. The way to preserve democracy is to train future citizens in democratic techniques.

2. Children will not learn democratic techniques in an autocratic classroom.

3. Teachers will not develop democratic

(Please turn to Page 40)

AGE SIXTY-FIVE

SCHOOL BOARD POLICIES RESPECTING TEACHERS 65 YEARS OF AGE AND OVER

Elmer H. Staffebach, Ph. D., Director of Research, California Teachers Association

THE provisions of the revised tenure law become effective at the close of the present school year. Permanent tenure for all certificated employees who have reached the age of 65 years will cease. Teachers aged 65 or over may be retained on annual contract bases only.

The present study was undertaken to determine as nearly as possible what policies school boards throughout the state will adopt respecting such teachers. Questionnaire forms were sent to school administrators of selected districts, and replies received as shown in Table I.

TABLE I

Kind of District	Replies Number of Received
City	26
Unified	17
Elementary School	58
Union High School	67
Total	168

Note: A considerable number of letters were received from the administrators, to whom the forms were sent, stating that the board had as yet taken no action of any kind on the matter.

The following is a copy of the questionnaire form sent. It was not intended to be exhaustively analytical of all possibilities of board action, but was rather purposed to elicit information concerning board policies on what were considered to be outstanding points. The replies in general justified this type of approach.

Replies Concerning Board Action

The replies to Question 1 are segregated and given in Table II.

TABLE II

Question 1: Has your board adopted a more or less definite policy with respect to teachers who are 65 years of age or older?

Kind of District	Yes	No
City	8	18
Unified	6	11
Elementary School	10	48
Union High School	4	63
Totals	28	140

Questionnaire

What is to be the policy of your board with respect to teachers who are 65 years or over? Please check the appropriate items below:

1. Has your board adopted a more or less definite policy with respect to teachers who are 65 years of age or older? Yes..... No..... (If no policy has yet been decided upon, your opinion of what action the board will take will be valuable.)

2. Will each case be decided on its own merits, health conditions, etc., and annual rehiring continue on such bases only? Yes..... No.....

3. Will teachers at 65 or older be immediately dropped? Yes..... No.....

4. Has a maximum age-limit been set at which no teacher will be rehired? If so, what is the maximum age-limit?.....

5. All teachers who are at 65 years or above in the spring of 1938 will be continued in service (provided health conditions make it appear advisable to do so) 1 year.....; 2 years.....; 3 years.....; indefinitely.....

6. Hereafter teachers 65 years of age will be continued in service.....years (provided health conditions make the practice of annual rehiring advisable).

7. A copy of the board's resolution or statement will be useful. You are invited to make additional statements, explanations, and comments here and on the reverse side of this form:

From these replies it appears that many school boards have not yet made decisions concerning what their policies are to be. From several elementary and high school districts came the statement that the matter of policy would not arise at this time owing to the fact that no teachers of 65 are now employed by the district. This explanation, however, could hardly apply in most city and unified districts.

TABLE III

Question 2: Will each case be decided on its own merits, health conditions, etc., and annual rehiring continue on such bases only?

Kind of District	Yes ¹	No	No Answer ²
City	13	4	9
Unified	7	5	5
Elementary	33	9	16
Union High School.....	53	1	13
Total	106	19	43

(1) In a considerable number of cases the "yes" apparently represented the administrators' opinions of the probability of board policy. Where definite policies have been adopted, the proportions are different. See Sub-Table A.

(2) Either no answer given, or a written reply too indefinite to be tabulated as either "yes" or "no."

SUB-TABLE A

Replies to Question 2 Received from Districts Where Definite Board Policies Have Been Adopted. (Will each case be decided on its own merits, health conditions, etc., and annual rehiring continue on such bases only?)

Kind of District	Yes	No	No Answer
City	5	2	1
Unified	2	4	
Elementary School	6	3	1
Union High School	3	1	
Total	16	10	2

The tendency to judge the case of each teacher affected on its own merits is evident from the figures of Table III. In many cases the replies to this question as given in the table represent the administrators' opinions of what the board action will probably be. In the case of 8 city districts in which a

definite board policy has been adopted (see Sub-Table A) the proportions change very considerably. Thus, when opinions are included, the score stands: yes, 106, to no, 19. But when actually adopted board policies only are included, it reads: yes, 16; no, 10. It is not improbable that certain difficulties attendant upon the practice of "judging each case on its merits" arise in the minds of board members to influence their judgment in adopting a stated policy.

The figures of Table IV and Sub-Table B will be of special interest.

TABLE IV

Question 3: Will teachers at 65 or older be immediately dropped?

Kind of District	Yes	No	No Answer
City	5	14	7
Unified	5	7	5
Elementary School	11	30	17
Union High School	2	51	14
Total	23	102	43

SUB-TABLE B

Replies to Question 3 Received from Districts Where Definite Board Policies Have Been Adopted. (Will teachers at 65 or older be immediately dropped?)

Kind of District	Yes	No	No Answer
City	1	7	
Unified	4	2	
Elementary School	4	5	1
Union High School	1	3	
Total	10	17	1

They reveal that a relatively small number of districts will adopt the policy of dropping teachers as soon as they reach the age of 65 years. Again, however, there is a considerable difference in the proportion of "yes" and "no" answers in districts where definite policies have already been adopted (see Sub-Table B). Only approximately 14% of the districts reply affirmatively to the question in Table IV, while in Sub-Table B (which reveals the trend in districts where board policies have been adopted) almost 36% answer affirmatively.

Maximum Age Beyond 65 Years at Which Teachers Will Be Hired

As shown in Table V and Sub-Table C, there is some tendency to set upper-age limits at which teachers will not be hired. In most districts such limits have not been set. Where set, the extreme maximum is 70 years.

Sub-Table C shows that 11 out of the 28 districts which have adopted definite board policies have set maximum age-limits at which no teacher will be rehired. Seven of these have set 65 years as the maximum; the other 4 have set the maximum at 70.

Proposed Action at the Close of the Present School Year

In view of the fact that school boards might find it desirable to apply their policies with some leniency at the outset, it was deemed advisable to determine whether or not one or more "years of grace" would be allowed beyond the 65-year age-limit when the change in the tenure law first becomes effective. This information is offered in Table VI and Sub-Table D.

It will be seen from the figures of Table VI that there is a distinct tendency, as interpreted by the administrators replying to the question, to retain teachers for one or more years after the revision of the law becomes effective. A large number of districts will apparently make rehiring an indefinite procedure beyond 65 years, provided health conditions make it appear advisable to do so.

However, in Sub-Table D, which reveals the intent in districts where board policies have actually been adopted, the situation is considerably different. Of the 28 districts which have adopted such policies, 12 will permit no "years of grace"; 3 will allow one year of continued service; 1 will allow 2 years; 4 will allow 5 years (or up to age 70); and only 8 (28.6%) will allow indefinite continuance of teaching service even under optimum conditions of health.

What of the Future?

It is conceivable that a board might as a temporary concession grant an extension of service to teachers now in service, without adopting such a course as a permanent policy. Question 6 was submitted to determine whether such a trend seems likely.

In general, the policy to be applied in the future is the policy which will go into effect in the spring of 1938, though there are exceptions. (Compare figures of Tables VI and VII.) Of 7 districts which will allow 1 year of continued service in 1938, only 4 will allow the additional year as a permanent policy. One district will permit 3 years of service beyond 65 years as temporary practice only. Of 6 districts which will permit 5 years of service (or up to age 70), after 1938, only 3 will do so as a permanent policy. In the column of indefinitely continued service, the drop is only from 60 (temporary policy) to 58 (permanent policy).

A comparison of the figures of Sub-Table E with those of Sub-Table D reveals that in general the temporary policy is intended to become the permanent policy. However, the continuance in service of teachers to be affected immediately by the change in the tenure law, as a temporary board policy, is evident in 4 cases where board policies have been adopted. In 16 of the 28 districts reporting definite board policies, teachers will be rehired in 1938 though they are 65 years of age or over. In only 12 of those 16 districts will this be continued in the future as a permanent policy.

* * *

Olin C. Hadley, District Superintendent of Schools, Gilroy, Santa Clara County, recently addressing a meeting of business and professional women there, declared that despite its many bad effects, the depression had the beneficial result of greatly decreasing illiteracy in the United States because unemployed adults became interested in further education.

TABLE V

Question 4: Has a maximum age limit been set at which no teacher will be rehired? If so, what is the maximum age limit?

Kind of District	Yes	No	Ages Stated*
City	7	19	65-5; 70-2
Unified	4	13	65-3; 70-1
Elementary School	6	52	65-6
Union High School	5	62	65-3; 70-2
Total	22	146	65-17; 70-5

*Note: The first figure gives the maximum age at which no teacher will be rehired. The figure after the dash (-) gives the number of districts using the figure as a maximum.

SUB-TABLE C

Replies to Question 4 from Districts Where Definite Board Policies Have Been Adopted. (Has a maximum age limit been set at which no teacher will be rehired? If so, what is the maximum age limit?)

Kind of District	Yes	No	Ages Stated*
City	3	5	65-2; 70-1
Unified	2	4	65-1; 70-1
Elementary School	3	7	65-3
Union High School	3	1	65-1; 70-2
Total	11	17	65-7; 70-4

*Note: The first figure shows the maximum age-limit at which no teacher will be rehired; the figure after the dash (-) shows the number of districts using that maximum.

TABLE VI

Question 5: All teachers who are 65 years or above in the spring of 1938 will be continued in service (provided health conditions make it appear advisable to do so) 1 year.....; 2 years.....; 3 years.....; indefinitely.....

Kind of District	1 Year	2 Years	3 Years	4 Years	5 Years	Indefinitely
City	1	1		2		2
Unified			1		1	4
Elementary School		3				28
Union High School	6				2	26
Totals	7	4	1		3	60

SUB-TABLE D

Replies to Question 5 from Districts Where Definite Board Policies Have Been Adopted. (All teachers who are at 65 years or above in the spring of 1938 will be continued in service [provided health conditions make it appear advisable to do so] 1 year.....; 2 years.....; 3 years.....; indefinitely.....)

Kind of District	1 Year	2 Years	3 Years	4 Years	5 Years	Indefinitely
City		1			1	3
Unified					1	1
Elementary School	2					4
Union High School	1				2	
Totals	3	1			4	8

TABLE VII

Question 6: Hereafter teachers 65 years of age will be continued in service..... years (provided health conditions make the practice of annual rehiring advisable).

Kind of District	1 Year	2 Years	3 Years	4 Years	5 Years	Indefinitely
City		1		2		2
Unified		1			1	4
Elementary School		2				26
Union High School	2				2	26
Totals	2	4		2	3	58

SUB-TABLE E

Replies to Question 6 from Districts Where Definite Board Policies Have Been Adopted. (Hereafter teachers 65 years of age will be continued in service..... years [provided health conditions make the practice of annual rehiring advisable].)

Kind of District	1 Year	2 Years	3 Years	4 Years	5 Years	Indefinitely
City					1	1
Unified					1	1
Elementary School	1					4
Union High School					2	1
Totals	1				4	7

CLASSROOM TEACHER DEPARTMENT

To the Classroom Teachers:

Do you know that all of the six Sections of California Teachers Association now have Classroom Teacher Divisions?

Do you know that officers of these sections were duly elected by you and are eager to serve you?

Do you know what activities the various Divisions are engaged in, or might engage in with a few helpful suggestions from you?

Judging from the questions repeatedly asked me during the time I have served as an officer in one of the Sections, I shall venture the statement that only a small percent of the classroom teachers of the state could answer these questions affirmatively.

"What do you do?" and "What's it all about?" have been asked so often that the five Section Presidents, during a recent committee meeting, decided that a page of *Sierra Educational News* might well be devoted to an exchange of news, items, problems, questions, answers, suggestions pertinent to Classroom Teacher activities. Even "pet peeves" are not necessarily excluded! At least such a page seemed worth a trial. You have the name of your Section President. Send him any material you think might be of interest.

To start things going we are here offering you news items from our very active Bay Section Division.—*Mary Sample, Arcata.*

EMILY TARBELL, president, Department of Classroom Teachers, N. E. A., spent three busy days in the Bay Region. She was met by Helen Holt, state director, N. E. A., who took her for a sightseeing tour of the Bay Region and across the two bridges.

Monday was spent catching up with back reports and correspondence and making a tour through Chinatown. At 4 o'clock Miss Tarbell was presented to the San Francisco Superintendent of Schools, Joseph P. Nourse, and also to the deputies, and a tour of the offices of the school department followed.

Monday evening she was the guest at a dinner in her honor sponsored by Bay Section Classroom Division. In attendance at the dinner were the leaders of the various teacher organizations about the Bay. It would have been hard to have chosen a more select crowd of teacher leaders to meet the national president. Wilbur W. Raisner, president of the Bay Section Division, presided at the dinner.

Miss Tarbell brought a message from the field, as she had visited several states on her trip. She said that the N. E. A. exists to serve all teachers and has various departments for that purpose. The research department is always making studies and has information printed to help teachers. The information in many cases may be had just for the asking. The tenure committee has been active in tenure studies and cases where they have been needed. The Highland Park case was one instance where the tenure committee has worked to a good advantage.

The N. E. A. exists for all teachers, but cannot speak officially for all of them since the membership is only 200,000, despite the fact that there are about 1,000,000 teachers in the country.

When Miss Samuelson was president of the N. E. A. she waited on President Roosevelt to ask for Federal aid for schools, and when she told him the membership of the N. E. A. his reply was that she represented only a minority of the teachers.

A plea was made for the California teach-

ers to ally themselves with the N. E. A., since California wants the summer convention in 1939.

On Tuesday Miss Tarbell was busy with appointments with citizens of San Francisco who are anxious to bring the convention to that city in '39. In the afternoon she was on the institute program to extend the greetings of the department. In the evening the Administrative Women had her as their guest at their annual dinner. She left for Boise, Idaho, tired but richer in experience for having spent three busy days in our midst.

Miss Tarbell is a gracious and charming leader as well as a good speaker. The Bay Region Classroom Department is indeed pleased that she stopped here and hopes that she received a little bit of encouragement from our appreciation of the large amount of inspiration she brought us.

Classroom Division of Bay Section Council, California Teachers Association, Wilbur W. Raisner, San Francisco, president, is extending its influence into the outlying communities by sponsoring panel discussions. Their panel, held at Fairfield, was a grand success. The meeting was arranged and the members of the panel chosen by the Solano County member of the executive board of the Classroom Division, Mrs. E. Nelson, who deserves credit for the success of the meeting. Superintendent White, of Solano County, allowed institute credit for teacher attendance at the meeting. The panel discussion was held in the high school auditorium with over 200 present, over half of whom were not teachers.

The leader of the panel was J. J. Finney, principal of Suisun Grammar School. The subject was "What the child has a right to expect from the Home, School and Community."

Principal Alltucker of Vallejo High School, gave the opening remarks. He stated that from the home the child has a right to be well-born, wanted, and loved. Parents should give the best of care in infancy, with

the opportunity to develop a sound and wholesome philosophy of life. The child has a right to be happy in a happy home and to participate in the family council, especially in those things that concern him.

Every child should have real responsibility. From the school the child should expect to have sympathetic and understanding teachers, who will teach him what he needs to know. They need guidance and counseling now as never before. This is also the case with vocational training. The school also should give the child opportunity for assuming responsibility.

From the community the child can expect a decent and safe environment, with recreational and cultural advantages. He has a right to expect responsibility from the community in the form of work. There are 4 1/2 million unemployed between the ages of 16 and 24. The three agencies, school, home, and community, must work together for the benefit of the child.

The members of the panel were active citizens of Solano County. Mrs. C. A. Hicks, Vallejo, past president, 18th district P. T. A. and member of the Vallejo board of education, and Mrs. T. C. Smith of the Fairfield board of education, spoke for the home. Rosalie Heller, Vacaville High School, and P. J. Jacobs, district superintendent of Rio Vista, spoke for the school.

Lewis Wright, manager, Bank of America, Dixon, and K. I. Jones, deputy district attorney, Solano County, spoke for the community.

The main points brought out concerning the home's responsibility were that obedience and self-control are the first requirements. The members should work, study, and play together. There should be a harmonious feeling between father and mother, and the mother should be a full-time mother. The child has a right to expect from the home what society expects from him as an adult. He should expect religious training, learning to evaluate living from early childhood.

The points brought out about the school's responsibility were the strengthening of character habits, which are needed to compete with degrading influences. Children want to know how to make friends through a successful personality. Each child should expect superiority in one thing and supremacy in several. The child should learn to think for himself and to analyze critically movies and papers. The child has a right to participate in extra-curricular activities. The teacher should have humor, health, poise, balance, sympathy and personality to lead the child to see the light.

The community's part includes police and health protection, good educational facilities as well as respect for law. Parents are partially responsible for juvenile delinquency. There are enough laws for the protection of youths if they are enforced. The spirit as

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Kate Douglas Wiggin

THE cover picture used in this issue depicts a real pioneer of California education, Kate Douglas Wiggin.

Kindergarten training was brought to the United States in 1870 by Emma Marwedel, a student who had lived at the home of Frederick Wilhelm Froebel in Germany, and who came to the United States to introduce his new system of education. In 1876 Miss Marwedel moved to Los Angeles and opened the first kindergarten training school in California.

Kate Douglas Smith was one of the first graduates of this school. She came to San Francisco and in 1878 began a work in the Silver Street Kindergarten, which was an outstanding development in the history of education in this state. For a number of years she continued her work, then married and went east to take up a career as a writer under her married name of Kate Douglas Wiggin.

The Silver Street Kindergarten was free for the children of the section of San Francisco in which it was located. Those who contributed to its support were Phoebe Apperson Hearst, mother of California's well-known publisher; Jane Lathrop Stanford, co-founder of Stanford University; and Mrs. Sarah B. Cooper, an outstanding pioneer of San Francisco and kindergarten history.

Kate Douglas Wiggin's writings later gave as much joy to the children and grown-ups of the nation as her work as a teacher in the Silver Street Kindergarten gave to the children of San Francisco.

San Mateo Times reports interesting student interviews with Burlingame teachers concerning current educational practices. A recent interview was with Beatrice Maple, history and English teacher in the high school. Born and reared in Oklahoma, she has studied at universities of Oklahoma, California, Columbia, and Wisconsin and has taught for six years at Burlingame High School.

* * *

Owing to sustained high enrollment at Pacific Grove Grammar School, Monterey County, it may be necessary there to remodel the P. T. A. room into classrooms; Robert Down, district superintendent reports enrollment of 910 pupils.

* * *

Life Lines

LIFE LINES is the title of a series of radio programs sponsored by the Office of the Los Angeles County Superintendent of Schools (A. R. Clifton) over Station KEHE, Los Angeles, Saturday evenings, 7:45-8:00 p. m. Presented by members of Inglewood Evening High School Radio Guild, the programs are under direction of Mrs. Elizabeth Goudy.

Each program is devoted to the dramatization of high lights in the life of some important person, significant event, or literary masterpiece. The broadcasts are dedicated to adult education opportunities in Los Angeles County schools. In connection with each presentation, the services of some particular evening school program are told.

Child Labor Day

January 29, 30 or 31

THE struggle for the abolition of child labor in the United States is far from ended. Ratification of the Child Labor Amendment was not completed during 1937, and thousands of underprivileged American children were left without hope for immediate legal protection from the federal government.

You have helped to win victories in the past. The number of boys and girls employed in factories and mills has decreased. But many still work on streets, in laundries, stores and hotels, in large-scale agricultural enterprises and in industrial homework. Often they are completely unprotected against low wages, long hours and unhealthy working conditions.

Child Labor Day was instituted 32 years ago. It is an occasion on which a nationwide drive is made each year to arouse public opinion against the disgrace of child labor. Your help is needed.

that in the evening mothers and fathers will attend an abbreviated "day at school" according to the regular schedules of sons and daughters.

That evening as the opening bell sounds, teachers are in their classrooms as on a regular school day. The student body is represented in a corps of student ushers, guides, guards, entertainers and waiters who are prepared and ready to make the parents' visit to school entirely pleasant. Parents, following their schedules, are directed to the first period classroom and the "day" is started.

In each room, parents attend a 15-minute "class" in which they meet the teacher, examine displays and become acquainted with the work of sons and daughters in that class.

It is a time also when parents can check directly with teachers on the report-card marks issued earlier that same day. Thus parents progress through the "day" on a 15-minute schedule and usually get through the last period class within an hour and a half.

At the final bell, parents, students and teachers go to the social room where music, speaking and refreshments terminate the Open House affair. This program has been practiced at the Redlands Junior High School for the past five or six years and has never failed to bring about desirable results in the way of adjustments and helpful understandings among students, parents and faculty.

OPEN HOUSE

JUNIOR HIGH SCHOOL OPEN HOUSE FOR PARENTS

Arthur H. Lillibridge, Director of Guidance, Redlands Junior High School,
San Bernardino County

THERE are three essential human factors contributing to the educative process in every school; the child, the parent and the faculty.

Usually these factors contact one another and associate in pairs, i.e., the child and the parent are together morning and evening; the teacher and the student are together in class; parent and teacher come together in monthly P. T. A. meetings.

But seldom do all three get together in a common way.

Redlands Junior High School has developed a working-plan for bringing the three factors together in an annual educational-social function which invariably proves helpful and enjoyable to all.

The affair is called Open House and is an evening arranged by the faculty, the student body and the P. T. A. organization, honoring the parents.

The plan is detailed as follows: an informal invitation signed by the student body president, the P. T. A. president and the principal is sent home with the students a week in advance of report-card day. An answer is requested so that refreshment arrangements can be made.

On the day designated, report-cards, a courteous reminder of the affair and a blank schedule of classes are inclosed in an envelope and sent home.

The instructions are that students fill in the schedule for their parents so

A Memento

THE picture shown below was brought forth at the recent convention of school superintendents held at the Fairmont Hotel, San Francisco. It presents a group of California educators photographed at the October, 1919 superintendents convention, held in the Yosemite Valley. At that time Honorable Will C. Wood was State Superintendent of Public Instruction.

Those pictured were prominent in school work in 1919. From left to right in the front row are:

Arthur Henry Chamberlain, just returned from France, where he had been engaged in army educational work. Mr. Chamberlain was for many years state executive secretary of California Teachers Association. He is now directing adult education work in San Francisco.

Agnes Howe, now retired, was at the time county superintendent of schools of Santa Clara County, and had been, previous to her election, head of the teacher-training department at San Jose Normal School, now a state college.

Will C. Wood, now retired, was one of the most progressive and forward-looking State Superintendents who ever served the California school system. Mr. Wood was successively a teacher and principal in Solano County, principal and city superintendent in Alameda, state superintendent of schools, state superintendent of banks, and vice-president and manager of the Oakland Branch of the Bank of America.

Dr. Margaret Schallenberger McNaught, who has the distinction of being the daughter

of the first pioneer to bring a wagon into California—over the almost unbroken trails through the Rocky Mountains and the Sierra Nevada. At the time of the 1919 convention, she was State Commissioner of Elementary Education. Prior to that, she had been a member of the teacher-training department at San Jose College. She now lives in San Jose.

Mark Keppel, a Great Leader

In the back row (left to right) are:

Mark Keppel, probably the greatest county superintendent of schools California has had and one of its real school law proponents. Mr. Keppel was ever active in promoting legislation for the welfare of the boys and girls and the teachers of California.

Harr Wagner, long editor of Western Journal of Education and owner of Harr Wagner Publishing Company. Prior to that he had been county superintendent of San Diego County and owner and publisher of the "Golden Era," a pioneer literary magazine in California.

Roy W. Cloud, at that time county superintendent of San Mateo County, then superintendent of schools of Redwood City, and since 1927 state executive secretary of California Teachers Association.

James A. Barr, business manager of Sierra Educational News. Prior to that he had been state executive secretary of California Teachers Association, and for many years the active city superintendent of schools in Stockton.

George W. Frick, superintendent of Ala-

meda County and predecessor of David E. Martin, had a long period of service in the schools of Alameda County.

Alfred Roncovieri, superintendent of schools of the city and county of San Francisco. Mr. Roncovieri was a musician of note, and after leaving school work became and still is a member of the board of supervisors of San Francisco.

J. W. Linscott, then the dean of California educators. Mr. Linscott was city superintendent of Santa Cruz, where he long and faithfully served his people. During many years of Mr. Linscott's service as a superintendent, a regular feature of the annual convention of superintendents of schools was the opening prayer which was given by this fine gentleman.

Dr. Albert Shiels, who at that time was city superintendent of schools of Los Angeles. Dr. Shiels came to that position after Superintendent John Francis went east, and continued in the place until succeeded by Dr. Susan M. Dorsey.

All of those in the front row are still living. In the back row, those no longer with us are,—Mark Keppel, Harr Wagner, James A. Barr, George W. Frick and J. W. Linscott.

An item of interest so far as California Teachers Association is concerned may be found in the fact that during its entire existence since reorganization in 1910, the Association has had only five executive secretaries,—Will C. Wood, Leroy Armstrong, James A. Barr, Arthur Henry Chamberlain, and Roy W. Cloud; four of whom are in this photograph.



EDUCATIONAL TRENDS

IN CALIFORNIA 1930-1936

Elmer H. Staffelbach, Director of Research, California Teachers Association

A STUDY reported under the above title should concern itself mainly with the salient features of the state's educational program. Just what features in the educational program may be considered salient features is perhaps a matter of doubt and opinion.

The present study will be sufficiently broad to present some interesting facts relating to educational developments during the last six interesting years. Figures are here given for the school years 1929-30, 1933-34, and 1935-36. The year 1929-30 is in all respects a "pre-depression year." The year 1933-34 represents probably better than any other the worst effects of the depression. The year 1935-36 is definitely a post-depression year.

Unification of Districts

Over a period of many years there has been a rather steady decline in number of elementary school districts. This decline has apparently been due largely to shifting and changing of our rural population. Practically every year a number of elementary school districts lapse. The period 1930 to 1936 has probably not been exceptional in this regard.

The trend toward unionization is also of long and rather steady continuance. This trend appears to have been somewhat accentuated during the depression. See Table I.

Kindergartens

That the kindergarten was seriously affected during the depression period is made evident by the figures of Table II. The curtailment in kindergarten activities arose in part directly out of efforts to retrench in expenditures, and to a considerable degree out of changes in the kindergarten law.¹

The figures of Table II. seem to indicate a spreading tendency in the establishment of new kindergartens. In 1936 there were 13 more elementary schools maintaining kindergartens than in 1934, though the figure for 1936 (1026) is still far short of that in 1930 (1077). The number of certificated kindergarten positions is less than in 1934,

and only 57% of the number of such positions in 1930.

Enrollment and Average Daily Attendance in Regular Elementary Schools

Table III shows a slightly downward trend during the six-year period in both state enrollment and average daily attendance in elementary school classes. (The figures are for regular classes in

elementary and junior high schools only.)

The falling off in enrollment is sharp from 1930 to 1934, with some further decrease in 1936. The average daily attendance figures, strangely enough, grade steeply up in 1934, then drop back in 1936 to a point somewhat below the 1930 level.

Junior High School Trend

The Junior High School is, relatively speaking, a new institution. The earliest California institution of this kind was started somewhere around 1910 or 1911. Since that time the growth and spread of junior high schools in this

TABLE I.

Number of Elementary School Districts of Various Kinds, 1930, 1934, 1936

Elementary School Districts (Kind)	Number		
	1930	1934	1936
1. City.....	45	47	58
2. Regular.....	3080	3035	2994
3. Joint.....	54	55	54
4. Total active elementary school districts.....	3179	3137	3106
5. Number of suspended districts.....	101	35	44
6. Number of elementary districts active and suspended.....	3280	3172	3150
7. Total number of union elementary districts.....	180	209	215
8. Total number of active districts included in unions.....	511	*	612
9. Percentage of elementary school districts included in unions and joint unions.....	15.7	*	19.5
10. Total elementary districts with separate governing boards.....	2818	*	2716
11. Number of day elementary schools maintained:			
Grades 1 to 8.....	*	*	3270
Grades 1 to 6.....	*	*	760
Total.....	4058	4010	4030

*Not reported.

TABLE II.

Statistics of California Kindergartens, 1930-1936

	1930	1934	1936
Number of elementary school districts maintaining kindergartens.....	268	242	253
Number of elementary schools with kindergartens.....	1077	1013	1026
Kindergarten enrollment.....	82283	65410	64619
Average daily attendance in kindergartens.....	43267	36414	34931
Number of kindergarten positions requiring certification.....	1925	1184	1110

¹The 1933 legislature raised kindergarten entrance age limit from 4½ to 5 years.

TABLE III.

State Enrollment and Average Daily Attendance in Regular Classes, Grades 1 to 8 in 1930, 1934, 1936²

	1930	1934	1936
State Enrollment.....	769,808	759,739	754,975
Average Daily Attendance.....	660,919	694,260	659,789

²Figures are for regular classes grades 1 to 8 in elementary and junior high schools.

TABLE IV.

High School and Junior College District Organization

	1930	1934	1936
City High School Districts.....	33	35	37
Regular High School Districts.....	24	25	18
Union and Joint Union Districts.....	231	230	236
County High School Districts.....	5	5	5
Total High School Districts.....	292	295	296
Junior College Districts.....	16	17	17
Number of High School Districts Maintaining Junior Colleges.....	20	20	22

state has been rapid, especially in larger centers of population.

The figures of Table V indicate a continuing growth in junior high school enrollment and attendance, with some slight tendency toward increasing numbers of junior high schools. (See Table VI.)

The greatest growth period in numbers of junior high schools, however, seems to be past in this state. In California the junior high school is confined chiefly to city school systems, where administrative control is invested in a single body. Where the union high school exists, junior high schools as a

rule do not appear, owing to the fact that the control of the seventh and eighth grades would legally pass to the union high school administration, a procedure which elementary school district authorities are reluctant to have take place.

In lieu of *bona fide* junior high schools, a great many elementary school districts in towns and cities existing within union high school districts have established "intermediate" or "grammar" schools including the seventh and eighth (sometimes the sixth, seventh, and eighth) grades. These institutions, which are usually at least partially de-

partmentalized, in many cases no doubt approximate the work of the junior high school as legally defined in this state.

Certainly the trend toward junior high school organization in California is not revealed completely by the figures of Table V. The 175 legally defined junior high schools would be greatly increased if other types of upper-grade departmentalized organizations were added.

Not only has the actual enrollment in junior high schools been increasing during the six-year period; the proportion of pupils in grades 7, 8, and 9 enrolled in junior high schools has likewise grown. To what extent these figures and percentages (see Table VI.) would be increased if all upper-grade departmentalizations were thrown in, it is impossible to determine.

High School District Trends

Table IV shows that the total number of high school district organizations has changed but slightly during the six-year period. A slight but regular increase in the number of city high school districts is apparent. Union high school districts also appear to be increasing in numbers, but slowly.

High School Enrollment

Enrollment in regular ninth, tenth, eleventh, and twelfth-grade classes has, however, shown striking increases. Such increases (see Table VI.) are especially pronounced in grades 11 and 12. The growth in enrollment in the four high school grades during the six-year period is from 228,611 (in 1929-30) to 298,452 (in 1935-36).

Junior College Trends

The first junior college district in California was formed in Modesto in 1921. The great period of expansion and growth in the number of such institutions occurred between that date and 1930. Since 1930, there have been rapid increases in student enrollment in junior colleges. The figures in Table VI. (regular classes only) show a 40% increase in enrollment over the six-year period, and a 10% increase during the two years from 1934 to 1936.

It seems especially significant that the combined enrollment in 17 district junior colleges is approximately 3 times as great as that in a somewhat larger number of high school district junior college departments.

TABLE V.
Organization of Secondary Schools

	1930	1934	1936
1. Number of regular high schools maintained	286	272	298
2. Number of senior high schools maintained	77	38	39
3. Number of junior high schools:			
(a) separately administered	99	125	125
(b) administered with elementary school	10	—	—
(c) administered with high school	44	46	48
(d) administered with high school and junior college	*	1	1
Total junior high schools	153	172	174
4. Types of junior high schools:			
(a) grades 7 to 9	100	111	113
(b) grades 7 to 10	9	14	12
(c) with high school (grades 7-12)	44	46	48
5. Junior colleges maintained by high school districts	20	20	24
6. Junior colleges maintained by junior college districts	16	17	17
Total junior colleges maintained	36	37	41
7. High schools organized with junior colleges:			
(a) grades 7 to 14	*	1	1
(b) grades 9 to 14	*	14	17
(c) grades 10 to 14	*	3	3
(d) grades 11 to 14	*	1	3
Total high schools organized with junior colleges	20	24	24
8. Ungraded continuation high schools	*	9	7
9. High school courses maintained by elementary school districts	*	9	10
10. Day high schools with special day classes	*	*	234
11. Day high schools with special evening classes	*	*	204
12. Day high schools with special day or special evening classes	256	*	380
13. Evening high schools (graded)	*	68	80
14. Evening high schools (ungraded)	*	14	9
15. Evening junior colleges	*	1	1

*Not reported.

TABLE VI.

State Enrollment in Regular Classes (Not Including Special Pupils), Grades 7 to 14; Also Percentage of 7th and 8th Grade State Enrollment in Junior High Schools—1930 - 1934 - 1936

	1930	1934	1936
State Enrollment:			
1. Seventh grade:			
(a) in elementary schools	41,930	44,539	45,124
(b) in junior high schools	37,679	46,327	46,759
(c) percentage in junior high schools	47.3%	50.8%	50.9%
2. Eighth grade:			
(a) in elementary schools	40,256	40,399	43,504
(b) in junior high schools	36,946	44,390	46,767
(c) percentage in junior high schools	47.8%	52.1%	51.8%
3. Ninth grade	75,774	80,809	90,821
4. Tenth grade	64,979	78,448	82,503
5. Eleventh grade	49,815	64,070	67,738
6. Twelfth grade	38,043	52,980	57,390
7. Total in grades 9 to 12	228,611	276,307	298,452
8. Thirteenth grade:			
(a) in high school districts	*	3,109	5,215
(b) in junior college districts	*	13,749	14,089
(c) total in grade 13	*	16,858	19,304
9. Fourteenth grade:			
(a) in high school districts	*	1,718	2,053
(b) in junior college districts	*	7,323	7,547
(c) total in grade 14	*	9,041	9,600
10. Total in grades 13 and 14	20,561	25,899	28,904

*Not reported.

EDUCATIONAL TRENDS

IN CALIFORNIA 1930 - 1936

Elmer H. Staffelbach, Director of Research, California Teachers Association

A STUDY reported under the above title should concern itself mainly with the salient features of the state's educational program. Just what features in the educational program may be considered salient features is perhaps a matter of doubt and opinion.

The present study will be sufficiently broad to present some interesting facts relating to educational developments during the last six interesting years. Figures are here given for the school years 1929-30, 1933-34, and 1935-36. The year 1929-30 is in all respects a "pre-depression year." The year 1933-34 represents probably better than any other the worst effects of the depression. The year 1935-36 is definitely a post-depression year.

Unification of Districts

Over a period of many years there has been a rather steady decline in number of elementary school districts. This decline has apparently been due largely to shifting and changing of our rural population. Practically every year a number of elementary school districts lapse. The period 1930 to 1936 has probably not been exceptional in this regard.

The trend toward unionization is also of long and rather steady continuance. This trend appears to have been somewhat accentuated during the depression. See Table I.

Kindergartens

That the kindergarten was seriously affected during the depression period is made evident by the figures of Table II. The curtailment in kindergarten activities arose in part directly out of efforts to retrench in expenditures, and to a considerable degree out of changes in the kindergarten law.¹

The figures of Table II. seem to indicate a spreading tendency in the establishment of new kindergartens. In 1936 there were 13 more elementary schools maintaining kindergartens than in 1934, though the figure for 1936 (1026) is still far short of that in 1930 (1077). The number of certificated kindergarten positions is less than in 1934,

and only 57% of the number of such positions in 1930.

Enrollment and Average Daily Attendance in Regular Elementary Schools

Table III shows a slightly downward trend during the six-year period in both state enrollment and average daily attendance in elementary school classes. (The figures are for regular classes in

elementary and junior high schools only.)

The falling off in enrollment is sharp from 1930 to 1934, with some further decrease in 1936. The average daily attendance figures, strangely enough, grade steeply up in 1934, then drop back in 1936 to a point somewhat below the 1930 level.

Junior High School Trend

The Junior High School is, relatively speaking, a new institution. The earliest California institution of this kind was started somewhere around 1910 or 1911. Since that time the growth and spread of junior high schools in this

TABLE I.

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NEW RETIREMENT RULING

Dear Mr. Cloud:

AS you know, Section 5.852 of the Teachers' Retirement Law provides that the retirement board may dispense with the receipt for retirement contributions heretofore issued by county superintendents, and that the board under this section adopted the following rule:

"As provided in section 5.852 of the Teachers' Retirement Law, the retirement board shall issue after the close of each school year and in lieu of the receipt heretofore issued by the county superintendents or employers at the close of each semi-annual period, a statement of the account of each member, as of the close of the said school year, and including contributions reported as deducted from salary earned during said year."

This information has been distributed generally among school officials.—Yours truly, Ralph R. Nelson, Actuary, California State Teachers' Retirement System, Sacramento.

PASADENA JUNIOR COLLEGE

AN INSTITUTION WITH A VISION

Courtenay Monsen, Secretary, Pasadena Board of Education

THE earthquake of 1933 marked the beginning of the new era for the Pasadena Junior College. Not that so much as a crack appeared in the buildings of this institution, but that circumstances and public opinion forced Pasadena to tear down the old buildings constructed in 1911 and start from scratch.

Between a bond issue of more than a third of a million dollars, and the expenditure of certain current and reserve monies, Pasadena found the wherewithal to guarantee a sufficient sum, which, with a 30% WPA grant, was enough to build a new plant.

The story of discouragements, delays and setbacks attendant upon securing the neces-

sary city, state and national approval for plans and procedures is now that much water over the dam, and the passerby now looks at a group of white stone buildings in a brilliant green-lawn-setting and feels pride in the knowledge that he is an American and that here is one of the most beautiful temples in the state, dedicated to American Democracy.

The architects, Cyril Bennett, and Marston & Maybury, call the architecture "modified modernistic." The students call it streamlined. Whatever one calls it, all observers who see its imposing and dignified mass reflected in the 192-foot mirror pool which separates it from, or rather ties it to, the street, must agree on its beauty.

"But it is not so much the buildings" that the educator is concerned with, as Dr. Robert Gordon Sproul said to the writer

when he visited Pasadena a few weeks ago, "as what goes on inside of them!"

Here, amid surroundings that one might stipulate are as nearly ideal as one could wish for, is a program that looks toward the future. Here is a type of program that such men as Dr. Robert Maynard Hutchins, Dr. James Madison Wood, Dr. Robert Gordon Sproul, and great numbers of other farseeing college presidents and educational leaders point to with hope and confidence as the coming secondary institution; even as the coming terminal institution for vast numbers of future American citizens.

It is the public-supported, four-year junior college, meeting the needs not only of those students who by inherent capacity and inclination plan to go on to institutions of higher learning, but of those who because of congenital, circumstantial, or economic limitations can never hope to win an academic degree.

The phenomenal growth of this institution in Pasadena (from 2985 students in 1930 to 5498 students in 1937) speaks for its popularity with the public.

The Pasadena Junior College conducts a so-called "extended day" program. That is, in addition to the regular day-classes there are 851 students, all with full academic standing, taking late afternoon and evening work. This work includes both college preparatory subjects and diploma or terminal courses in vocational and semi-professional subjects. In this way, five days a week, the college is in full swing from eight in the morning until ten at night. It is, in very truth, a community college.

No record of this institution would be quite complete without mentioning the fact that through popular demand, the magnificent new auditorium, seating more than 2000 persons, has been named the John A. Sexson Auditorium, after the local superintendent of schools and President of California Teachers Association.

"Imposing and dignified mass reflected in the 192-foot mirror pool"



Six Policies

EDUCATIONAL Policies Commission, N. E. A., composed of 20 national leaders, has gone on record in six important recommendations:

1. That the primary purpose of a national professional organization in the field of education should be (a) the maintenance and (b) the improvement of educational services.
2. That the association should call public attention to the educational aspects and implications of existing socio-economic conditions and of proposed social, economic or governmental changes.
3. That the association should protect members of the profession by defining and publicizing the civic and professional rights and objectives of teachers.

4. That it should provide a department for each important branch of educational service.

5. That membership in local, state and national organizations should be co-inclusive.

6. That the association should cooperate with lay groups on educational matters, but that it should not enter into organic affiliation with any lay organization which has as its primary purpose the promotion of interests outside the field of education.

* * *

New World Broadcasts

WEEEKLY Broadcasts NBC Western States Blue Network, KGO, Mondays 9:30-10 a. m., California Teachers Association in co-operation with National Broadcasting Company. Programs directed by Arthur S. Garbett, Director of Education, Western Division, National Broadcasting Company.

New World broadcasts are heard over KGO San Francisco; KECA Los Angeles; Fresno; KERN Bakersfield; KFBK Sacramento; KEX Portland; KGIR Butte; KGHL Billings; KGA Spokane.

January 3—H. L. Buckalew, principal, Jefferson School, Fresno; president, California Association of Elementary School Principals.

January 17—Joseph W. Conard, Institute of International Relations, Mills College.

January 10—R. W. Kretsinger, vice-principal, Fremont High School, Oakland; president, Oakland Teachers Association.

January 24—John J. Allen, Jr., former president, California School Trustees Association, Oakland; president, Oakland Board of Education.

February 7—H. W. Kelly, secretary-treasurer, C. T. A. Central Section; deputy superintendent, Tulare County Schools, Visalia.

February 14—Mrs. Leona L. Bradford, music supervisor, Merced County, Merced.

February 21—Mrs. Earl B. Shoemith, Tracy; California Federation of Womens Clubs.

February 28—Alan Blanchard, California Tuberculosis Association.

TODAY group action is as imperative in our professional world as in the industrial world.

Many California teachers fail to realize this. Last year only 40% belonged to the National Education Association.

National Education Association needs your active support in order to carry on the work necessary for the advancement of education, that is the welfare of the children and teachers of the nation.

Will you unite with me to achieve a 10% increase in N. E. A. membership for California?—*Helen Holt, N. E. A. State Director for California; address, 1543B Santa Clara Avenue, Alameda.*

KINDERGARTEN MEETING

W. Harold Kingsley, Director of Public Relations, California Teachers Association, Los Angeles

MEMBERS of California Kindergarten Primary Association, holding their fourteenth annual convention recently at Pasadena, in conjunction with Pacific Coast Association for Nursery Education, approved action aiming at co-ordination of professional units interested in early childhood education.

The name of the organization was significantly changed to California Association of Childhood Education. A new constitution was adopted. The convention authorized formation of a co-ordinating council "to bring the kindergarten and primary schools and nursery schools" into close co-operation.

These authorizations followed closely the main theme of the two-day convention in which speakers explored various phases of early childhood training and emphasized the importance of study, looking towards elimination of grade-lines in the primary level.

This theme of the convention was developed in all of its ramifications in an address by Vierling Kersey, Los Angeles superintendent of schools, on The Future of Early Childhood Education. In a penetrating presentation Dr. Kersey visioned practical application of social services to answer today's concern for early childhood, with environmental, health, moral and mental problems met by socially-created agencies after thorough research. In enumerating one specific means to a desired end Dr. Kersey recommended that "we tear down the fence between pre-school education and the kindergarten-primary or at least make enough knot-holes in it so that we can see eye to eye."

The newly-named organization elected the following officers: president, Esther Aase; recording secretary, Elizabeth Schellenger; corresponding secretary, Norma Britton; treasurer, Lois Adams. Presidents of sections automatically become vice-presidents of the

state organization. The convention voted to meet next year at San Jose.

With 425 members registered at the convention, the sessions and social functions were well attended. Mrs. Josephine O'Hagan, president, turned Friday morning's session over to Mrs. Fannie R. Shaftel, Pasadena curriculum co-ordinator, who presided over a symposium on Contributions of Community Organizations to Child Growth.

Taking part in the symposium were Herman G. Stark, director of co-ordinating councils of Los Angeles County; Esther Heath, psychiatric social worker of the Child Guidance Clinic, Pasadena; Mrs. H. O. Clark, director of the council of religious education, Pasadena; Mrs. L. E. Sutherland, president of the Pasadena Council, P. T. A.; Pauline Gartzman, director of parent education of Pasadena; Dr. Dorothy W. Baruch, director of preschool, Broadoaks School of Education, Whittier College; Dr. Elizabeth Woods of the research department, Los Angeles City Schools.

After luncheon at the Broadoaks school when guests enjoyed a pageant depicting 100 years of kindergarten, visitors were guests at the Huntington Library and Art Gallery and the Planetarium in Griffith Park, Los Angeles.

The annual banquet of the association at the Hotel Vista del Arroyo at Pasadena was unique in that there were no speeches. Soo Yong, Chinese dramatic artist, provided entertainment which was enthusiastically applauded.

At Saturday morning's breakfast with Margaret Rasmussen, recording secretary, in the chair, delegates heard reports of state and national meetings.

At Saturday's general session Esther Aase of San Francisco spoke on Growth in Specialized Fields. Mabel F. Rice, director of Broadoaks School of Education, spoke on Children's Literature, and Mrs. Lillian Mohr Fos, Pasadena supervisor of music, presented an interesting demonstration of creative music, accompanied by motion-pictures.

Callie A. Gregg of Los Angeles presided at the luncheon on Saturday, which preceded a memorial service at which Mrs. Nora Millsbaugh presided.

AIMS and OBJECTIVES

THE CURRICULUM STUDY IN THE SANTA BARBARA CITY SCHOOLS,
CURTIS E. WARREN, SUPERINTENDENT

Foreword

IN setting up these aims, the committee discovered that what apparently started out as a simple task developed into one that was bewilderingly complex. We proceeded upon the assumption that under the "status quo" education was far from satisfactory—characterized by much waste effort and divergence from ultimate goals.

One fact became immediately apparent. Educators, as a whole, are prone to forget the "complete picture" of education. This is only natural, since that material which an instructor is called upon to teach day by day tends to assume an exaggerated importance in his own eyes. Consequently, minor specific objectives set up by the teacher in order to better instruct the pupil in some phase of the curriculum often force larger, more general aims into the background.

With this in mind, the committee has somewhat diffidently undertaken the task of formulating a broad general statement of aims which will, it is hoped, serve as a help to the teacher in guiding the pupils.

The committee decided to make an honest attempt to do some original thinking on the problems confronting education. Our first decision was that education should fit individuals to attain the utmost in happiness and usefulness in their life as citizens. This called for an intensive study of the conditions which have been encountered and which may be expected in a democracy. The next subject to come under discussion was the ideal type of individual most capable of adjusting to these and to changing conditions as we see them.

Our formulation may not be perfect and may somewhat resemble statements arrived at by other committees, but it is our own work, evolved after much research, discussion, and argument. It is not intended to be authoritative, merely a tentative document open to criticism and alteration.—The Committee.

A Philosophy of Education

WE BELIEVE that education provides the only sure means of social progress and accept as the ultimate aim of education the maximum happiness and development of the individual. Because it affords the greatest consideration for and places the greatest value upon the individual and because it gives the greatest opportunities for the individual's development, democracy not only is best suited to the realization of our educational aim but is the only form of organization in which such an aim could be realized. We turn, then,

to a brief analysis of democracy to lay the basis for our educational philosophy.

The essence of American democracy is best expressed in such basis documents as the Declaration of Independence and the Constitution. The Declaration of Independence states:

"We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed . . ."

The preamble to the Constitution states:

"We, the People of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

These statements of the founding fathers show that democracy is a great ethical conception of life which has in it dynamic qualities making possible continuous and intelligent progress. Democracy embodies as end values certain ideals and concepts. The ideals which are characteristic of American democracy are: liberty, equality of opportunity, equality before the law, free public education, peace, and popular sovereignty.

Liberty

Liberty is founded upon freedom of the individual to express his thought, whether through speech, assembly, or press. Group living always necessitates the individual's sacrificing and modifying some of his desires. The kind of freedom to be encouraged is that which leads to constructive progress for the individual and the group.

Equality of Opportunity

Equality is founded upon the belief in the worth of all human beings. It means that an equal opportunity should be open to all. Education is one of the great forces giving equality of opportunity effectiveness. It enables individuals to develop their capacities to the fullest extent so that they may take maximum advantage of economic, po-

litical, social, and cultural opportunities.

Equality before the Law

The Bill of Rights of the Constitution vouchsafes to every American citizen a number of inalienable rights. Among them are trial by jury, council before the bar, the accessibility of the courts, and that no person shall "be deprived of life, liberty, or property, without due process of law." Every American citizen should be made cognizant of his heritage in the Bill of Rights and should be most zealous in his insistence of equality before the law.

Education

Free public education provides an opportunity for all, regardless of race, color, creed, or economic and social status, to attend free public schools. This represents the faith of the American people in education as a method of helping the individual to live more fully and effectively. Equality of educational opportunity does not mean similar education for all, but an education adapted to the needs of the various individuals.

Peace

This ideal is based upon a belief in arbitration and compromise rather than force as a method of settling differences between nations, factions, and individuals.

Popular Sovereignty

This is a belief in government by the will of the majority, with the minority having the right to constantly strive to become the majority. This is based upon sincere, intelligent consideration of the problems of the group and the opportunity to freely express opinions at all times. The first amendment to the Constitution says, "Congress shall make no law . . . abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

OUR society is changing at a constantly accelerating rate. Today, non-human energy is increasingly replacing human energy in the production of goods and services. Among numerous changes which necessitate modification of our ways of thinking and acting are the increase in technology with its ac-

companying unemployment; over-production in terms of "market demand"; growth of great cities; depletion of natural resources; saturation of foreign trade; the extension of knowledge; and the trend away from individual ownership and competition to corporate ownership and monopoly. These changes inevitably produce maladjustments which people must be prepared to correct. They affect practically every aspect of our lives and seem to make essential adaptations necessary. We are increasing the scope and functions of our educational system, of our legal codes, of our system of justice, and of our economic and social arrangements. In many areas we have already made many adaptations, but we all recognize that further adjustments will be inevitable.

Our democracy, in order to promote the common welfare, must constantly be reinterpreted in terms of these changing conditions. Emerging from the continuous effort to achieve a relatively higher degree of democracy, major problems of American life must be met constantly with increasingly intelligent planning. Among these major problems at the present time might be mentioned:

1. Developing and conserving our human resources by making the professional and technical resources available to greater numbers;
2. Developing, intelligently utilizing, and conserving the physical resources;
3. Stimulating and making possible individual development and initiative to cope with individual and social problems;
4. Scientifically approaching our problems so that the potential abundance of our developing technology may be used to promote the general welfare;
5. Utilizing our increasing abundance and increasing leisure in giving expression to our aesthetic and spiritual needs, urges, and desires.

These problems must all be met by utilizing democratic processes in the attempt to realize American ideals.

A Statement Concerning Learning

ANOTHER source of principles out of which our educational aims must grow is the nature of behavior and learning. These principles also give us help in determining how best to accomplish progress in the direction of such aims.

Nature of Behavior Explained: Accepting the newer biologic view, we recognize the fact that by nature the individual tends to maintain a state of equilibrium, a state of

contentment, of satisfaction. "When by a change either within or without the organism the equilibrium of the organism is upset, there ensues a strain which we variously call need, want, wish, drive, preference, or the like."¹ To relieve this strain and regain the lost equilibrium the individual makes movements directed toward the environment. These movements, which are not necessarily overt acts but may be purely mental, we call behavior. All life activities are of this nature.

When Learning Takes Place: When the individual in his attempt to restore his lost equilibrium is faced with a situation sufficiently novel to him, his old responses will not suffice. To avoid failure a new response is necessary, and the individual must contrive a response that is new to him and adequate to meet the novel difficulty. Such contriving is called learning. At present it seems that adequate learning takes place when the situation which the individual must meet has elements novel to it, making it necessary to contrive a response novel in some respects. All learning is thus creative.

The Effects of Learning: When the individual has a felt need which he satisfies by a response that has novel elements to it, the restoration is never to the prior state. "The organism is different by the new response and all that it brings. Each act of learning adds a certain change and increment to the very structure of the organism itself."²

The Unit for Learning: "The whole organism is in some degree changed in each learning experience."³ Not only is this true, but the effective environment is changed also. Haldane states, "An organism and its environment are one, just as the parts and activities of the organism are one, in the sense that though we can distinguish them we cannot separate them unaltered and consequently cannot understand or investigate one apart from the rest."⁴ "The whole child with all his effectual connectednesses—that is the only unit."⁵

Some Implications for the Teacher

1. Since our methodology must be consistent with our philosophy, we should no longer attempt to attain our democratic aims through autocratic procedures. We should make sure that the growing child is surrounded by democratic environment and that he comes to understand and appreciate the characteristics of democratic organizations. We can do this by seeing that all organizations in the classroom and student activities are in accordance with democratic principles. Furthermore, the organization of the school itself should be in accordance with democratic principles.

2. The learning process necessitates active participation on the part of the learner

rather than a passive pouring-in process. The child learns through his own experiences, which may be physical, mental, or emotional.

3. Since learning takes place when the individual confronting a situation recognizes its novelty and being challenged, he contrives to meet that situation, the task of the teacher becomes one of guiding the pupil through experiences, each growing out of the preceding experiences and at the same time demanding of the learner new adaptations.

4. Since learning occurs most effectively when the learner experiences a want or need, the first task of the teacher is to ascertain existing student purposes or to arouse students to purposeful activity. The learner must want to learn. The teacher's concern should not only be that he learn for a purpose, but that this purpose be worth-while. Such motivations as are provided by grades, awards, and teacher requirements are far from being the most desirable.

5. With the learning unit of individual and environment in mind we cannot hope to teach a child apart from his environment. The importance of environment is very apparent when we realize that the individual learns only through reacting to his environment. By conditioning the environment, the teacher is able to provide more stimulating learning situations for the student. Much of the student's environment the teacher cannot condition. The learning process is continuous, and in order for the teacher to make her efforts most effective she should be informed of and utilize the influences in the out-of-school environment. In other words, the experiences provided in the school should be connected with and complementary to worth-while experiences outside of school.

6. Since learning is an individual function conditioned by the individual's ability to react to the present situation, by his background of experience upon which he draws to assist him in meeting the present situation, and by the total environmental conditions, learning experiences to be most effective should take into account the individual differences of the learner.

7. Every child grows at varying rates of speed depending upon environmental stimulation and biological heritage. Learning experiences should be appropriate to the growth level of the child. All learning experiences should be so interrelated that every experience once undergone leads on to another. Appropriate learning experiences are those which are sufficiently difficult to offer a real challenge to the learner but in which there is possibility of success.

What Part is Organized Education to Play?

Democracy has been defined previously as the process by which the people create and control their government. The need for intelligently modifying governmental procedures is recognized. This means that education will be necessary to develop the ability of

1. Kilpatrick, W. H.: *A Reconstructed Theory of the Educative Process*. Page 3.

2. Kilpatrick, W. H.: *A Reconstructed Theory of the Educative Process*. Page 4.

3. Ibid.: Page 7.

4. Ibid.

5. Ibid.

the citizen to fulfill his civic obligations on the basis of reason.

There are several ways in which the school as an educational organization can be a force toward achieving improvement in the direction of our democratic ideals. In the first place, the school must be organized and functioning on a democratic basis. Teachers should have the freedom to exercise initiative in their work. [Students should have an opportunity to develop their potentialities and ability in self-direction to the fullest.]

The students should have the opportunity to seek the truth in all fields. Such pursuit of truth will lead inevitably to a desire on the part of students to become active in life situations. More and more students are demonstrating that youth can serve the community with profit both to them and to the community.

Educational Aims

Characteristics of an Ideal Individual Living in a Democracy

THE curriculum becomes the child's life at school. In Santa Barbara (city and county) we aim to make it possible for each child to become richer in personality and self-direction through an enriched curriculum. Since in a democracy an individual has social, economic, political, and aesthetic relationships, the following qualities are necessary for effective living:

1. Critical mindedness: the quality of being honest, tolerant, orderly, cautious, thorough, accurate, patient, challenging, and truth seeking;
2. Appreciativeness: the quality of being enthusiastic, considerate, respectful, understanding;
3. Dependableness: the quality of being self-reliant, effective, faithful, responsible, loyal, trustworthy;
4. Cooperativeness: the quality of being adaptable, kindly, courteous, social, sympathetic, unselfish, helpful;
5. Purposefulness: the quality of being creative, self-controlled, courageous, persevering, self-directed, consistent, ambitious;
6. Resourcefulness: the quality of being equal to unusual demands, original;
7. Spiritual mindedness: the quality of being devoted, stable, balanced, judicious, aesthetic;
8. Prudence: the quality of being discrete, provident, foresightedness, economical.

An individual with the foregoing characteristics might be expected to function as indicated in the following paragraphs.

Socially

One of the primary requisites of the individual in a successful democracy is a thorough understanding of all types of social institutions, the purposes for their existing, the constant need for their improvement, and, above all, the necessity for maintaining democratic methods and procedures in all types of social relationships. Each individual should evaluate these institutions in the light

of their value to society as a whole, and, if they are worthy, accept them as part of his daily life. This necessitates open mindedness and a willingness to cooperate, which may necessitate submerging individual desires when such desires conflict with obligations to the group.

The socially capable person should be willing to accept responsibility as part of his contribution to successful democracy; he should show a disposition to use critical judgment based on facts, regardless of personal prejudices or desires; he should have courage enough to face reality wholesomely and should have aptitudes and abilities which will facilitate adaptation to any change brought about by group will.

Economically

Economic conditions are constantly changing, demanding individual and group adaptation. An adequate individual, therefore, must of necessity be willing and able to meet these economic changes.

While society owes each individual the training to insure vocational efficiency, the security of opportunity to work, and an adequate return to meet the ever-rising standard of living, each individual should have a respect for all types of labor and an understanding that he, as an individual, owes society a contribution according to his ability, in return for such training, security, and remuneration.

Politically

For intelligent and effective participation in a democracy the individual must have an understanding and appreciation of the fact that democracy is based on the participation of each individual in the group. He must appreciate the fact that democracy dignifies and gives worth to each individual.

He further needs an understanding of, and an appreciation and enthusiasm for, the outstanding characteristics of the democratic form of government in contrast with other forms, namely: the rule of the majority, a respect for and the necessity of an active minority, universal participation in the legislative functions, the delegation of the executive functions to a responsive and responsible few.

Further, the individual must understand that democracy cannot exist in the absence of freedom of expression and freedom of assembly, and succeeds only as information and knowledge are widespread.

Aesthetically and Spiritually

In all relationships an individual should have a desire to seek beauty and an appreciation of the beautiful. Opportunity should be provided for developing an understanding and appreciation of the skill, technique, and care necessary for real artistry. Ability in some media should be possessed which will afford outlets for self-expression.

Spiritually, an individual must have a set of values and an appreciation of the values held by others. The individual needs ability

and means of expressing and satisfying spiritual desires and wants.

Personality Development

The individual, in order to realize and maintain personal efficiency, should have an adequate understanding and appreciation of the care necessary for developing and maintaining good physical health, and such care should become habitual. Good mental health is necessary, also, as well as emotional balance. Facing situations honestly and striving for the best solution possible under the circumstances are necessary for good mental and emotional health.

HAPPINESS and security result from the possession of adequate inner resources. The individual must be possessed of such inner resources, as initiative, confidence, and poise, in order to live adequately and harmoniously with others. These qualities, moreover, should lead to full enjoyment of life as an individual.

* * *

A School Teacher's Prayer

Grace G. Belisle, Salida School, Stanislaus County

DEAR Lord, may I forget the noise
That seems a part of girls and boys.
May I forget the buzzing flies,
The whispering that slowly dies.
May I forget the cluttered floor,
The paper-wads that irk me more.
Help me, Oh Lord, to patient be
When all of them are calling me—
Help me to teach from day to day
And never bitter words to say.

May I grow wise in doing Thy will,
And doing so, remember still
That You, Great Teacher, Most Divine,
Have naughty boys and girls like mine.

You would remember just the grace
Of sunshine on a little face.
You would remember just the hands
That clung to Yours like tiny hands
Of friendship, linking age with youth.

You wouldn't hold Yourself aloof;
You, who placed a child so small
In the very midst of all.

You would try to live each day
So those who followed in your way
Might some day come to joy and praise.
And love you in their grown-up days.

Oh help me, Lord, to be like You—
Make me a gracious Teacher, too.

* * *

American Men of Science, a monumental biographic directory now in its sixth edition, contains about 28,000 biographical sketches and is edited by J. McKeen Cattell and Jaques Cattell. This valuable source-book is indispensable in the reference library.



The Place of the Arts in the progressive school program is admirably symbolized by this lovely picture, used through courtesy of Frederick A. Welch, editor, Midland Schools, official journal of Iowa State Teachers Association. See Mr. Brown's article on Page 46 of the previous issue.

Teaching Elementary Arithmetic

SILVER BURDETT COMPANY has brought out Teaching Arithmetic in the Elementary School, Volume I Primary Grades, by Robert Lee Morton of Ohio University, Athens, Ohio.

This substantial monograph of over 400 pages has many full-page illustrations, charts and tables. It is an entirely new re-writing of Dr. Morton's standard treatise on this subject which has been used internationally throughout the past decade.

Recognized as an authority, Dr. Morton has recently been appointed chairman of the national committee on arithmetic sponsored by National Council of Teachers of Mathematics and Mathematical Association of America.

* * *

Tulare County Division of C. T. A., at a recent meeting in Visalia, addressed the State Board of Education, urging the adoption of a dictionary, suitable for the upper grades of the elementary schools, as a state textbook.

For the first time in the history of Solano County, parents, teachers, and other friends of children recently participated in a county-wide panel discussion held at Armijo Union High School auditorium at Fairfield.

The meeting was sponsored by California Teachers Association Bay Section, Classroom Teachers Division.

J. J. Finney, principal, Crystal Grammar School in Suisun, presided. John R. Alltucker, principal, Vallejo High School, was the main speaker.

* * *

Historical Chart of Mankind

THE United Educators, Six N. Michigan Avenue, Chicago, have published a useful, large wall chart, 63 by 16 inches, depicting the history of mankind from 4,000 B.C. to Now.

This ready reference picture of world progress brings into sharp focus the life stories of all principal races. The chart, priced \$1.00, is distributed by C. S. Hammond & Company, New York.

Franklin D. Roosevelt School

PAGE 32, November 1937 issue of this magazine, carried a brief news article to the effect that possibly the Compton Junior High School, renamed the Franklin D. Roosevelt Junior High School, was the first in the state to be named after the incumbent chief executive of our Nation.

L. B. Sarasin, teacher in Brown's Valley School, Vacaville, Solano County, upon reading this statement called our attention to the fact that in Imperial County, shortly after President Roosevelt was first inaugurated on March 4, 1933, a rural school in Dixieland District was named by him, then principal, in honor of the President. This is confirmed by Cornelius B. Collins, Imperial County Superintendent of Schools.

* * *

Robert Laws, San Francisco News safety editor, in a recent address declared that grown-ups are now more in need of safety education than are children. "Why not apply to adults the safety education program we have used for children?" he asked.

GUIDANCE AIDS

PRESENTING A SELECTED BIBLIOGRAPHY

J. B. Vasche, Oakdale Union High School, Stanislaus County

MANY teachers request information upon materials which are available in the guidance field. The following annotated bibliography is intended to assist interested teachers in the selection of those outstanding references which should prove worthwhile in treating the guidance problems of every California school.

1. Allen, Richard D.

Inor Group-Guidance Series. Inor Publishing Co., New York, 1933-34.

A group of outstanding handbooks for the counselor's use. The following titles comprise the series:

I. *Common Problems in Group Guidance*, with F. J. Stewart and L. J. Schloerb, 1934, 186 pp., \$1.95.

II. *Case-Conference Problems in Group Guidance*, 1933, 151 pp., \$1.55.

III. *Self-Measurement Projects in Group Guidance*, 1934, 274 pp., \$2.25.

IV. *Organization and Supervision of Guidance in Public Education*, 1934, 420 pp., \$3.65.

2. American Library Association. *Vocational Guidance Through the Library*. Chicago, 1936, 34 pp., 40 cents.

A helpful publication for the use of teachers and counselors who wish to direct young people to read books, pamphlets, and periodicals about occupations.

3. Bennett, Wilma (compiler). *Occupations and Vocational Guidance: A Source List of Pamphlet Material*. H. W. Wilson Company, New York, 1936, 123 pp., \$1.25.

A comprehensive list of pamphlets on occupations and vocational guidance covering publications of the federal government, state departments of education, city school systems, colleges, service clubs, private educational organizations, professional associations, libraries, etc. The title, author (if known), date, paging, and price (if stated) are given for each pamphlet. An indispensable tool for the counselor or for the teacher who is called upon to help with vocational guidance.

4. Bingham, Walter V. *Aptitudes and Aptitude Testing*. Harper and Brothers, New York, 1937, 390 pp., \$3.

An authoritative reference in this important guidance field of aptitude and aptitude testing, covering aptitudes and guidance, orientation within the world of work, and the practice of testing. This reference should be helpful to the counselor in guiding the pupil into the correct occupation.

5. Bingham, Walter V., and Moore, Bruce

Victor. *How to Interview*, revised edition. Harper and Brothers, New York, 1934, 308 pp., \$3.

A comprehensive discussion of the technique and limitations of interviews of all types, rich in suggestions for beginners. Presents a bibliography of 340 titles.

6. Jones, Arthur J. *Principles of Guidance*, revised edition. McGraw Hill, New York, 1934, 456 pp., \$3.

A sound foundation textbook in guidance for use by counselors.

7. Koos, Leonard V., and Kefauver, Grayson N. *Guidance in Secondary Schools*. Macmillan, New York, 1932, 640 pp., \$2.50.

Contains detailed discussion of the information to be gathered from all sources preliminary to effective guidance. One of the best references obtainable.

8. McKown, Harry C. *Home-Room Guidance*. McGraw Hill, New York, 1934, 447 pp., \$3.

Excellent source for homeroom guidance materials. Types of programs employed in various schools are incorporated in this book.

9. *Occupational Index*. Published monthly by National Occupational Conference, 551 Fifth Avenue, New York, \$5.

The only guide to current literature describing occupational opportunities, requirements, and training that covers all books, all governmental publications, and more than a hundred periodicals. Annotated and indexed by occupation.

10. *Occupations, the Vocational Guidance Magazine*. Issued nine times a year by National Occupational Conference, and National Vocational Guidance Association, New York, \$3.50 a year.

A periodical devoted exclusively to problems related to guidance.

11. *Vocational Guidance Digest*. Published ten times a year by Stanford University Press. \$2.50.

A digest of guidance material found in current periodicals and in unbound form. The digests are concise and arranged according to subjects.

12. Wright, J. C. *Home-Room Programs for Four-Year High Schools*. Extra-Curricular Publishing Company, Keokuk, Iowa, 1935, 233 pp., \$1.85.

Contains graded plans for activities of many types. Presents many worthwhile suggestions for home-room guidance projects and lesson materials.

STUDENTS STUDY GAMBLING

YOUNG people have assumed successful leadership in attacking gambling and other vices of the country in several communities.

Their achievements in this respect are easily understood. They are fearless and aggressive, and like to do things. Moreover, political expediency, log-rolling, and other schemes used by the gambling fraternity to keep themselves in power are foreign to young people in their teens and early twenties.

And this isn't the only reason for their success when attacking evil. Modern education is encouraging initiative on the part of pupils. Student government now prevails in junior and senior high schools and in our colleges.

There they are taught to criticize and evaluate the attitude and behavior of each other in school and in the community, and to act upon their beliefs and convictions.

A valuable feature of student government is the method pupils are taught to use in handling their problem. They are required to weigh all sides of it and

to be as sure as possible that the position they take is sound.

Recently seven school boys studied the evils of the slot machine. They observed that small children almost daily spent their lunch money in slot machines at the neighborhood store and then often went without food; also that many of them resorted to tricks and even theft to get money to play the machines.

To prove to their fellow-pupils that playing the slot machine was a "sucker's" game, the seven school-boy investigators installed a borrowed slot machine in a classroom where mathematics were taught.

Eighth grade pupils played the machine to the amount of \$16.25. The return to them was only \$9.60, or 59% of the amount they put in the machine.

These boys then covered the city, playing the punchboards and the slot machines and keeping track of the results.

Their experience showed that the 59% take of the classroom machine was liberal compared with the average take of 78½% of the city-wide machines, and that the punchboards kept 89% of all money played.

This experience of the school boys was heralded throughout the city and was discussed among the school children.

Thus the children themselves proved that one who gambles is either a "sucker" or is foolish.

A NEW WORLD PROGRAM*

No. 167: THE JUNIOR COLLEGE EDUCATES FOR CITIZENSHIP

James S. Hughes, Instructor in Political Science, San Francisco Junior College

Ensemble: New World Theme No. 1 (ms — A.S.G.).

Announcer: The New World; a program discussing the ways and means by which our young folks are prepared in school and college for their opportunities to thrive in a changing society; brought to you by California Teachers Association, assisted by the New World String Ensemble:

Ensemble: New World Theme No. 1 (ms — A.S.G.).

Announcer: The Junior College is a new institution in American education; and a valuable one. Here our young folk, too old for high school, too young for modern business, are lined up to face a New World in prospect, like the participants in an old-style contra-dance, of the kind made famous by Beethoven, who wrote several such as this: in which the melody marches up the scale, then down again the other side.

Ensemble: Contra-Danse No. 1 — Beethoven (L. No. 899).

Announcer: In a modern junior college our young folk begin to realize that life as they will know it in the future is a complex affair. A man no longer stands alone, a free, irresponsible individual: his affairs weave in and out with the affairs of others like the theme in this fugue by Bach. It begins as a little tune by itself, yet in a few moments all the instruments are playing it in a tangle of complex harmony:

Ensemble: Well-Tempered Clavichord: Fugue No. 5 — Bach.

Announcer: For years now, the age of graduation from school has been pushing steadily forward. It used to be at the end of elementary school. Later a high school diploma was good enough for most of us. But modern living now demands a two-year college course, if our boys and girls are to make the most of themselves in a life more complex than before, but in an environment infinitely more rich in opportunity—a New World.

Ensemble: New World Theme No. 3 (ms — A.S.G.). Soften after 3 seconds.

Announcer (continuing over music): The junior college and its place in education is still so new as to be a subject of discussion. It prepares the student for business, for leisure and for better citizenship; and in this last especially it is of first importance.

Our guest speaker this morning, Mr. James S. Hughes, is instructor in political science at San Francisco Junior College, with a background of previous experience in the

same field after graduation from Stanford University.

(Music stops)

The California Teachers Association has pleasure in presenting Mr. James S. Hughes:

Hughes: A few weeks ago I was talking to one of my students in the junior college. He was graduating, so I asked him the usual question—"What do you intend to do now that you are through with junior college?" I expected his reply would be either, "Oh, I'm going on to university," or, "I don't know; I guess I'll have to look for a job."

But to my surprise his answer was neither of these. This boy replied, "I'm starting to work as an office-boy for a downtown firm. I worked for them part-time while I was in high school, and they've been holding this job open for me while I've been going to junior college."

This interested me, because it is very unusual to find a young man these days who will turn down a job after he has finished high school. I happened to know this particular boy was above the average in intelligence and ability to do his school work, so I was interested in his reasons for attending junior college for two years when he could have been working.

I asked him, "Couldn't you have obtained this job as soon as you had finished high school?"

"Yes," he said, "but I felt that two years more of education would do me good. Not only have I learned something about office practice, typing, filing, advertising, and salesmanship from the courses I have taken here, but I also feel that I have received an understanding of the political and economic problems which are so important today. I know this understanding will enable me to take part more intelligently in politics, will help me to make up my mind on public questions more judiciously, and will make me a better citizen. And after all, that's pretty important these days, I believe."

On thinking that conversation over, I came to the conclusion that, in the words of the colloquial expression, "He's got something there." That boy, consciously or unconsciously, had stated two of the three main purposes of the junior college.

Most of us, when we think of junior college, say, "Why, that's just a place where students are preparing to go on to university." Which is true in many cases. For instance, in many parts of California, students finish high school, wish to go on to college, but are unable to stand the expense of living away from home. For this group the junior college is often the only solution to the problem of continuing their education.

Other boys and girls, for various reasons,



TEXAS, the largest single purchaser of textbooks in the country, has nearly 5% of the nation's public school pupils. This vast army of future workers will have a better vision of business, by reason of the Lone Star State's recent exclusive adoption of Kirk, Odell, and Street's **BOOKKEEPING for IMMEDIATE USE**—the *only* bookkeeping series with a social approach.

NOW that the Christmas rush is over, the postmen relax—after handling over 23 billion pieces of mail in a year.

LOWELL THOMAS and Rex Barton have produced a highly informational "thriller" in their **WINGS OVER ASIA**. It provides the best of timely supplementary reading in geography and the social studies, and brings a clear understanding of the ever-growing interdependence of peoples. 174 photographs and maps.

RICE, the world's most widely used food, comes in thousands of varieties. Japan grows nearly 4,000, but in the U. S. the crop is nearly all of one kind.

FROM abacus to zither, and for 1,729 other words and terms, modern illustrations in **THE WINSTON SIMPLIFIED DICTIONARY FOR SCHOOLS** further aid understanding. May we tell you about some of the other superior features of the dictionary especially made for boys and girls?

ONLY one fifth of all the public school teachers in America are men.

"BEST toothbrush bristles come from Russia and Siberia, because northern hogs grow a tougher coat for protection in the colder climate."—a typical interesting statement in **THE HEALTHY LIFE SERIES**, by John Guy Fowlkes, Lora Z. Jackson, and Arnold M. Jackson, M.D., for Grades 3 to 8.

HAPPY NEW YEAR to you and to the girls and boys of America, who during the year just past were aided in their instruction by more Winston textbooks than in any previous year in this Company's history.

The JOHN C. **WINSTON** COMPANY
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*This is presented, in response to several requests, as a representative program in the C. T. A. series of New World broadcasts, now in their fourth year under direction of Arthur S. Garbett and nationally recognized. Current programs are listed elsewhere in this magazine.

did not make sufficiently good grades in high school to go to university immediately and must spend one or two years in junior college demonstrating that they can do college work. The junior colleges throughout the state are performing an important function when they allow these students to carry on with their educations.

But let us look at another group, numerically larger, of which my friend the graduating student is a good example. These young men and women do not intend to go on to college, but they do feel the necessity of further education. They desire better equipment with which to do their jobs and a better general preparation for their lives as members of our complex political and economic society.

The junior college gives these boys and girls training designed to enable them to function more efficiently in their vocations. You know there is a type of job which requires skill and training beyond that which can be attained in high school or in an apprenticeship, but which is not on a professional plane.

For instance, a secretary must know more than a stenographer; a dietician needs a broader background than does a cook; an auditor must be better qualified than a bookkeeper; and a designer must have more training than a draftsman.

But, on the other hand, the secretary does not necessarily need to complete the course offered in a school of business administration; the dietician need not be a doctor; the auditor is not necessarily a certified public accountant; and the designer is seldom a graduate engineer.

The junior college trains its graduates on a semi-professional level, midway between the skilled worker and the professional man or woman. Sometimes this training is called technical institute training, and we have some fine examples of this in our California junior colleges.

Two examples with which I am personally familiar are (1) the Technical Institute of Aeronautics in the Sacramento Junior College, and (2) the Hotel and Restaurant Management Course in the San Francisco Junior College.

Lassen Junior College has a forestry school; Los Angeles has a fine dramatic art curriculum; and Coalinga Junior College is giving training in oil technology. Many more illustrations could be given from junior colleges all over California.

This, then, is one function of the junior college—the training of young men and women to fill better jobs and to fill them more intelligently, to do more highly specialized work and thus earn better pay.

Now let us look at the other purpose of the junior college, as expressed by the student to whom I talked when he said, "In junior college I have received an understanding of the political and economic problems which are so important today."

Soon we celebrate Washington's Birthday, a major national holiday. All of us, I am

sure, will think for a few minutes at least of our Revolutionary forefathers and their successful struggle to secure for you and me, their descendants, political liberty.

We all know the names of the leaders of those early days — George Washington, Thomas Jefferson, John Adams, Benjamin Franklin, and John Hancock, to mention but a few. But do we realize that the efforts of these leaders would have been in vain unless they had been supported by a majority of the people? Could Washington have accomplished what he did without the Continental Army?

And what was the Continental Army? Just a group of men — citizens — who had made up their minds that their cause was right and must prevail. They had studied the problem of their relations with Great Britain and had come to the conclusion that revolution was inevitable and that they must fight to maintain, yes, even to restore, their liberties. That decision was a difficult one, no doubt. A decision to risk one's life is always a difficult one to make.

We as citizens have many important issues to decide today. A decision on them does not entail the risking of life, true, but our votes for the candidates seeking election or our votes on a proposed amendment to the state constitution or a change in the city charter may, conceivably, have far-reaching effects, as did the decisions of the members of the Continental Congress or the members of the Constitutional Convention.

When we vote, our votes should be cast in accordance with our considered judgments on the problems at issue. Each vote is important, because under our democratic scheme of government the majority of votes cast determines which candidate shall be elected or which measure will become a law. And each vote counts.

It is vitally necessary, therefore, that we cast our ballots with intelligence and under-

standing, that we appreciate the issues involved, and that we are aware of the probable consequences of our action.

In our modern political life the problems are so complex, and we are so bombarded from all sides with appeals and exhortations to do that or not do this, that unless we know the principles involved and understand the background of these public questions, our votes may not truly express our ideas and convictions, or, worse yet, we may not vote at all and thus negate the very idea of democracy.

You may wonder what all this has to do with the junior college and its place in our educational system. I believe that this might be an answer. In the elementary school we try to give our boys and girls an emotional loyalty to our country. In the school across the street from where I live, there is a Flag Raising ceremony every morning. The bugles blow; the flag goes up; and, in unison, the children repeat the pledge of allegiance. In that same school, I am sure, the lives and services of our great national heroes are stressed, and the history of our country is taught in such a way as to build loyalty to our American form of government. That is all good.

In the high schools, our children learn more of our country's history, its struggles, its problems, and thus gain a better appreciation of our political heritage. But because of the age of the students it is difficult to give them a clear understanding of the basic principles involved in our political life. The world is not yet with them. Politics and political issues are too remote for them to have the eager interest basic to clear understanding.

Many high schools are doing a good job in teaching the background of current political and economic problems, to be sure, but they are handicapped by the age of their students. In short, then, the high school tries to give the facts of our history and development and as much understanding as possible of current problems.

The junior college has a further responsibility. Its students are older. They are closer to life and realize that the time will not be long delayed when they as citizens will take part in deciding public questions. Thus their interest is keener; they feel a more personal responsibility and are eager to learn the bases of solution of the many problems which will face them in their future citizenship.

What are some of these problems that face the young graduate when he leaves the junior college? To mention but a few: getting and holding a job. The junior college, through its program of vocational guidance, tries to fit the square peg in the square hole. Problems of personal finance and investment. How to live within one's income. Installment buying—its benefits and perils. Investment—why save and how may this best be done. Home making—the problems of adjustment to married life, the rearing of children.

Political problems as allied to economics—social security, minimum wages and maxi-

Library Books

HOUGHTON MIFFLIN COMPANY has recently issued an important and useful 80-page catalogue, *Library Books for Your Schools*.

It describes 400 books for elementary and junior-high-school libraries, grouped under fields of study and classified by constant topics on the basis of the Johnson-Scott curriculum key.

This key shows how each book can be used to good advantage in the modern school curriculum. Authors of the key are editors of the standard *Anthology of Children's Literature*.

The catalogue also gives, in connection with each title, the listings of American Library Association and of Wilson Company.

California address of Houghton Mifflin Company is 500 Howard Street, San Francisco.

mum hours, unions, relief. The worthy use of leisure time. All these are vital problems.

But, you say, what can these children know of the right solution to these complex difficulties? Many of our most intelligent leaders differ as to the best solutions. True—but most of the graduates of our junior colleges are 20 years of age or over when they graduate. In less than a year they can vote, and the vote cast by one of them is just as important in deciding an election as the vote cast by you or me.

Isn't it better that these young people have some basis for an intelligent decision—at least know what the issues are and their backgrounds—than that their votes should be cast blindly or be determined by the newspaper they happen to read or the candidate to whom they happen to listen?

Dr. John W. Studebaker, United States Commissioner of Education, said recently, "Let us keep in mind the fact that the greatest enemy of democratic government is civic ignorance." The junior college attempts to remove as best it can this veil of ignorance and replace it with the clear gaze of the seeker after truth, the gaze of one who wishes to maintain our American system of political life.

Let me give you an example. We believe in democracy. We look to our schools to teach the ideals of democracy to our children. At the present time in world affairs, democracy is opposed by Fascism and Communism, both of relatively recent growth and importance.

In the United States we strive to progress in the democratic way; we try to make our political decisions in accordance with the ideals fought for by our Revolutionary forefathers. Is it not then the responsibility of our schools to teach the ideals of Democracy, to explain our American institutions, to show the advantages of our system as opposed to Fascism and Communism?

But we must not forget that, even in a Democracy, we must correct our mistakes; we must move forward, keeping in step with modern conditions. In other words, we must make changes in our political system when changes are necessary, and in our economic system too perhaps, but only through the orderly processes of the ballot and in accordance with the will of the majority.

That is Democracy—abiding by the will of the majority—not Fascism, obeying the will of the leader, or Communism, following the party line with no chance to take part in the determination of that policy.

The educational systems in some countries are bending every effort to indoctrinate the students of those countries with the particular political and social philosophy practiced therein. The school system in the United States, especially the junior college, must indoctrinate its students with the principles of Democracy by inculcating American ideals and an abiding allegiance to our American scheme of values.

And more than that, our junior colleges have the responsibility, not found in the other segments of the public school system,

of leading its students to examine and appraise in terms of our democratic ideals all major alternative proposals and problems.

Thus we must explain Communism and Fascism, measure them against Democracy and have no fear that Democracy will suffer by comparison. Our future safety lies in teaching our citizens what these things are and how they work. It is dangerous to fail to explain these alternatives to Democracy in the clear light of truth, to fail to measure them against our American ideals and heritage.

And isn't that what we want the junior college to do? To teach our young citizens to read, think, and act intelligently, with a knowledge of our problems and a determination to solve them thoughtfully for the best interests of our country? If we can do this—and it is being done—I have no fear for the future.

Our young people, who will occupy our places 20 years from now, will be equipped to lead and follow understandingly, will have a full appreciation of our democratic way of life, and will strive to maintain it, come what may.

And our junior colleges will have performed their function of general education—they will have given their graduates the power to earn a living and to make a definite contribution to the political development of the United States—Our Country.

Announcer: Is the number of junior colleges growing?

Hughes: Yes, definitely. Every year sees the establishment of more junior colleges in California and all over the United States, for that matter.

Announcer: You are teaching in the San Francisco Junior College. Isn't that rather new?

Hughes: Yes, we have just finished our second year. Under the direction of Mr. A. J. Cloud, for many years chief deputy superintendent of schools in San Francisco and now president of the San Francisco Junior College, our junior college started from scratch and now has an enrollment of over 1700 students.

Announcer: Well, that's quite a student body. Is it the largest in California?

Hughes: No. There are two larger ones. Sacramento Junior College has over 2000 students and Los Angeles has approximately 4000 enrolled.

Announcer: You spoke of the "general education" function of the junior college. How is that done?

Hughes: There are several methods employed in the different junior colleges. Here in San Francisco we are planning to set up a definite series of courses designed to give the student not going on to university an understanding of the political, social and economic problems of the modern world. For instance, courses are planned to cover problems of local, state and national affairs,

AN IMPORTANT NEW HIGH-SCHOOL BOOK

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BY PAUL H. LANDIS, Associate Professor of Sociology, The State College of Washington, and JUDSON T. LANDIS, Ross High School, Fremont, Ohio.

A study of the principles and normal institutions of society, followed by an extensive analysis of social problems arising from abnormal conditions. This unusual organization safeguards the student against a warped view which might make him think of society as chiefly abnormal. Special attention is given to social psychology and to the operation of social control. In units, with a wealth of activity material; profusely illustrated. Ready in February. Ask for circular No. 549.

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and the position of the United States in world affairs.

Also, we hope to give our students a knowledge of basic economic principles such as relate to types of investment, personal and family budgeting, problems of the consumer, and business organization.

Personal health and hygiene are stressed along with the physical education program. Use of leisure time to the best advantage is taken up in courses on art and music appreciation, and the methods of distinguishing good literature and drama are explained.

Announcer: That is very interesting, but what about the student who is planning to go on to university?

Hughes: His needs are also taken care of. All junior colleges offer courses parallel to those given in the lower division of our universities, and the student desiring to go on can complete the equivalent of two years of regular college work without difficulty. State colleges also allow our students to enter as juniors.

Announcer: But when this student does go on to university or state college, is he at a disadvantage?

Hughes: He certainly is not. Data published by the Admissions Offices of both Stanford and University of California show that junior college transfers do on the whole just as good work in their junior and senior years as do those students who completed the lower division in the universities.

Announcer: You have been listening to Mr. James S. Hughes, instructor in political science at San Francisco Junior College.

As Mr. Hughes has pointed out, the junior college, aside from its larger significance in the educational system, is also a neighborhood college. There are more than 40 such colleges in California alone, training neighborhood sons and daughters for life in the neighborhood.

Thus forestry is taught at Lassen, and students go forth to the nearby forests not only better skilled in the science of forestry, but better able to appreciate their loveliness as pictured in the beautiful music of Jensen's *Murmuring Breezes*:

Ensemble: *Murmuring Breezes* — Jensen.

Announcer: Modern life and modern music are strangely akin in their growing sophistication. Once there were shepherds who danced to rude piping on the village green. Then in 18th century France, lords and ladies played at being shepherds in the gardens of Versailles to more stately music. And in recent times Debussy has clothed these old dances of the 18th century in the language of the 20th in his *Suite Bergamesque*, from which this *Passepied* is taken:

Ensemble: *Suite Bergamesque: Passepied* — Debussy (No. 5214 — Jobert).

Announcer: Education was once merely a matter of training for the three R's; now it is a matter of training for the three great needs of modern life: training for business; training for leisure and a domestic life of goodwill; and training for citizenship.

And in this last, its roots run deep into the American tradition of democracy and

self-reliance. The junior college today prepares our young citizens for a new argosy, a new journey into the wilderness, like that which drove Americans across the continent to gold in California to the tune of "Oh, Dem Golden Slippers" or "Oh, Susannah":

Ensemble: *Poker Flat* — A. S. Garbett (ms — ARR.). (Introducing: "Oh, Dem Golden Slippers," "Oh, Susannah," and "Clementine.")

Announcer: And so we dance merrily on through life with melody in our hearts, like the haunting strains of the waltzes by Brahms:

Ensemble: *Waltz Suite* — Brahms.

Journey's End

A tribute to Dr. William Proctor, of Stanford University, who recently passed away.

JOURNEY'S END! What means that phrase

Empty of hope and pointing the end of things?

The rider and his steed at close of day,
Man drooped with weariness, horse's head
bent toward sod;

The bird with broken wing
No longer on the long, hard flight;
The old, young man who has struggled
Too hard for greed and might,
And finds in middle life no glory in the fight;

The monarch on his throne
Who sends his people into battle
To lose their lives for paltry prize;
Men and women who have sold their eager,
youthful dreams
For favor in the yes of little gods;
To these and their like—it is Journey's End.

But not to me. I admit no Journey's End.
With head held high and steady tread,
In humble way, I earn my daily bread;
Confident that life has just begun;
That all along the way the rainbow shines.
With eager hope and ardent zeal, I travel on
Toward western skies and high endeavor;
Until, at setting sun, my larger life has just begun.

Even then—for me—it is not Journey's End.

Gladys Lathers, Menlo Park.

* * *

School Life, official journal of U. S. Office of Education, now in its 23rd volume, is increasingly attractive and interesting.

The large page-size, excellent typography, beautiful illustrations and good arrangement, all make it a joy to read.

Editor is William Dow Boutwell; acting editor is Olga Jones. *School Life* should be in California school libraries as well as in all public libraries.

THE PIONEERS

Anna Irene Jenkins, Los Angeles

THESE pioneers of the Kindergarten, varying in circumstances and ability, held in common certain outstanding qualities.

They had espoused a cause—a cause which held a spiritual element that kindled an unquenchable flame of devotion—a cause which called for unceasing, joyous service, all day and every day; for love and infinite patience with child life; for courage and tenacity to carry on in the face of hardships and misunderstanding; and for abiding faith in the rightness of that which they did!

These pioneers were professionally minded; always in the front ranks at

educational conferences, civic gatherings, and social betterment undertakings.

Missionaries? Definitely! — Grown selfless in their devotion! Visionaries? Perhaps! — Yet their dreams became social settlements, playgrounds, child study circles, a mighty Congress of Parents and Teacher: their ideals and labor a transforming force in the whole of education's processes!

The Kindergarten has served as "the proving ground"! The "Field of Education" has become "The Garden of Progressive Life"!

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ORIENTATION

A COURSE TO PROVIDE PURPOSEFUL EDUCATION

Royal C. Marten, Teacher of Orientation, Anaheim High School, Orange County

Editor's Note: The Anaheim High School, under direction of Superintendent J. A. Clayes, was one of the first California schools to inaugurate a course of Orientation on the high school level.

In 1932-33, after some years of experimentation in exploratory courses for high school freshmen, Anaheim placed on its curriculum a full-year course in Orientation for all ninth grade students.

MODERN living makes greater demands on our educational system with each step of progress. The school must provide the student with something more than a formal training. It must demonstrate methods of self-education which will not only permit the pupil to get the most out of his high school course, but which will offer him avenues for further progress when school days are over. And it should guide him in planning his school program toward definite occupational and other personal goals.

To carry out such a program, Anaheim High School is providing a full year course of Orientation for all freshmen students. Originally such a course-of-study was given to the senior; experience led to the conclusion that by moving such work down to the freshman level the entire high school program could be far more purposeful and of much greater value in answering individual needs.

Orientation is the link between the school program and the practical world of affairs. It faces the student to three problems and attempts to guide him in their solution:

1. How to study.
2. The choice of an occupation and the steps which must be followed.
3. The means and possibilities of self-education after school days are over.

And what is the course-of-study? It is a series of units adapted to particular local school conditions which may include the development of such topics as the following from the Anaheim program:

1. A unit: the high school and what it offers.—This is an attempt to give to the freshman a birds-eye view of the high school facilities, the curriculum, the conduct expected of each school-citizen, and the vari-

ous organizations in which he may find value by participation.

2. A course in "How to study."—This may be arranged into units on the basis of "tools of study": the textbook, the dictionary, the library, the lecture, and the examination. By use of a syllabus and various practical exercises the student analyzes his own weaknesses in study, learns how to do such as the following: improve his reading ability; use the library and its facilities; use his own textbooks to the fullest; use the dictionary and its many aids; take notes; outline; and do other such study processes.

3. Units in educational development of the pupil.—Studies designed to enlarge the vocabulary, enable the student to express himself orally, are included in the phase of the program. A vocabulary workbook is used for word study. "Hobby day" and current events provide informal methods for practice of oral speech.

4. Units on the college and what it offers.—This portion of the course includes discussions on the purposes of college, its requirements, and its offerings. "Shall I go to college?" is an example of one of the units. The technical school, trade school, apprenticeship, and other forms of occupational preparation are also discussed.

5. A course in Occupations.—A textbook study of the vocations is used in connection with much survey reading materials to acquaint the pupil with the fields. "Hobby days," inaugurated as a weekly event, should also reveal interests and aptitudes. Each preceding unit has been developed to facilitate a decision at this time as to a tentative choice of vocation. The student now studies two particular occupations of his preference, and becomes more acquainted with their requirements, advantages, and drawbacks.

AS the freshman year draws to a close the teacher and the pupil make out a program of study for the remaining three years of high school, which it is hoped will fit the goal and talents of the pupil. Changes and adjustments will be made during the later high school years—but at least the pupil has been faced with the job problem, and given a glimpse of the services which education may render him.

* * *

The Sacramento Bee laments the passing of old-fashioned spelling-bees, which have been abolished, for example, as a feature of the State Fair.

Commenting upon this, the San Francisco News writes, "But we can lament the passing of a simple, leisurely way of life that made the spelling-bee seem fun to people who now demand louder music and stronger wine."

The League of Nations Association, Northern California Branch, has as its president Chester H. Rowell. The vice-presidents are,—Dr. Tully C. Knowles, Dr. Aurelia H. Reinhardt, Hon. William H. Waste and Dr. Ray Lyman Wilbur. Dr. Monroe E. Deutsch, vice-president and provost, University of California, is a member of the executive committee. Mrs. E. Gibbons Meyer is executive secretary with headquarters at 68 Post Street, San Francisco.

The Association supports a universal league of nations functioning effectively "to promote international cooperation and to achieve international peace and security."

* * *

Growth Due to Service

J. W. Crabtree, Washington, D. C.

THE State and National Education Associations have won a place in the affections of the teachers of the United States. It is clear to all that salaries have advanced as these associations have increased their enrollment, and as they have given better point and purpose to their drives for adequate pay, for improved tenure regulations, and for better retirement plans.

The National Union of Teachers and local associations accomplished exactly the same for the teachers of England. The N. U. T. has the confidence and appreciation of all teachers just as has the N. E. A. in the United States. One of the chief reasons for the phenomenal success in each of these nations is that it is the aim to make all that is done for teachers count even more strongly for the children.

The same may be said for the associations in a few other countries. It is one of the functions of the World Federation to acquaint all nations with the achievements of the organizations that are most successful in promoting the welfare of the profession.

It is the desire of the W. F. E. A. to do for the National Associations of the World, what the National Associations are actually accomplishing for local and regional associations in the Nation.

* * *

Redwood City Tribune records the proposal there to employ a physical education director for the elementary schools and the establishment of a recreational center to include basketball pavilion, tennis courts, community playhouse, and room for other activities.

* * *

C. M. Goethe, distinguished Californian whose home is Sacramento, and who is president of the Eugenics Research Association, in his presidential address discussed the extermination of the Inca high castes by the Spanish conquerors. He declares that in our own nation the elimination of the intellectuals and the substitution therefor of the moronic may spell national decadence.

FROM A TINY ACORN

*Kenneth Polzin, Teacher of Literature, Upland Junior High School,
Upland, San Bernardino County*

IN READING Rudyard Kipling's story *Moti Guj-Mutineer*, taken from *Junior High School Literature, Book One*, by Elson, Keck, and Burris, the seventh grade literature classes were impressed with the possibility of acting out the story.

The scene which was played most successfully was the one in which Deesa, the mahout, tried to convince the plantation owner that he, Deesa, should be given a leave of absence of ten days.

He finally persuaded the planter, but only after Deesa had promised to make his huge elephant work hard on the plantation during his absence. This scene was rich in dialogue that had a great deal of mental imagery which probably accounted for its success.

The pupils were so enthusiastic about their little playlets that they were loath to drop the idea. With just a little prodding and a few hints from their teacher, one of the more alert ones suggested that they write and produce their own plays. This was voted upon by the rest of this particular class and the idea warmly accepted.

Accordingly, class time for the next few days was taken up by play writing. The pupils were thrown entirely on their own, the teacher merely acting as an editor, making corrections in punctuation and sentence structure. In one or two instances definite suggestions were given as to improving the plot, but only when it was quite necessary for the continuity of the story.

The best plays were produced in class and then evaluated by the members who had watched. Most of the criticism was helpful, and some of it was quite pertinent, showing rather clear thinking on their part.

Then one boy who was mechanically-minded wanted to know why the outstanding plays could not be broadcasted over our own little radio hook-up. The difficulties were explained, chief of which were the lack of a suitable microphone and the connections and batteries necessary to the radio hook-up.

But the matter would not be dropped, for the next day the same boy

brought a microphone that had been given to him by his father. It was a hand microphone of the carbon type, worth probably about \$15. Another boy brought two medium-sized flashlight batteries which were soldered in series and then connected to the portable radio which the teacher had brought. Almost before we knew it, our radio station was ready!

With the help of the teacher, six or seven of the best playlets were chosen. Then the class moved down into the library where there were much better broadcasting facilities, and the plays were "put on the air." The audience was arranged in a semicircle around the loan desk and the radio speaker put upon the desk. The microphone wire was run into the next room so that it was impossible actually to hear the spoken words, the plays coming to the group over the radio via the microphone.

The plays broadcasted ranged all the

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This new and unique text

ECONOMIC GEOGRAPHY

by

Douglas C. Ridgley, Ph.D., Professor of Geography in Education, Clark University, Worcester, Massachusetts, in collaboration with Sidney E. Ekblaw, Ph.D., Professor of Geography, University of Kansas City, Kansas City, Missouri.

The manuscript for *Economic Geography* was started nearly three years ago and will be published in February, 1938. The authors and the publishers have spared neither time nor money in producing a text that we believe will be outstanding in its field.

Economic Geography is organized on the basis of climatic life regions. One-third of the entire text is devoted to illustrations and maps that play a major part in the teaching program. Practically all the maps were made from original source material. Each illustration is accompanied by a detailed description of its purpose—a new and unusually helpful teaching device.

The book is marked by simplicity of language, well within the range of secondary school students. The work program and the teaching plan will make the teaching of *Economic Geography* a delight to both student and teacher.

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way from the home life of 10,000 year-old dragons, to a take-off on Romeo and Juliet in Negro dialect. The last-named was the most clever, both parts being played by the same boy and in true negro fashion. He left his audience in stitches. Three out of the seven plays broadcast dealt with animals or birds,

which may or may not be significant as an indication of the channels in which the superior seventh grade mind runs in leisure or amusement.

The following is given as a playlet that is a typical, and not necessarily the best, example of the efforts of these seventh grade literature pupils:

The Parrot Who Talked Too Much

Cast

Auntie Camelia Dorothea Parrot

Scene I

Two sophisticated girls trying to talk.

Dorothea: Oh, Camelia, isn't it a lovely day?

Parrot: It would be if you weren't here!

Camelia: Be quiet, Polly! Yes, it is a lovely day. How are you feeling?

Parrot: I still think I'd feel better if you weren't here.

Camelia: Be quiet, or I'll call Auntie!

Parrot: Ha! Ha! Ha! She ain't home!

Scene II

Five minutes later.

Dorothea: Oh dear! What will we do? We'll have to walk all the way back, and it's so hot.

Parrot: He! He! He! I hope you roast!

Camelia: Oh, well, let's go. Anything to get rid of that nasty old parrot.

Parrot: Goody! Goody! Goody! Good riddance!

Dorothea: Oh, there's Auntie now. Hello, Auntie. I'm so glad you've come; this old parrot has been perfectly horrid!

Parrot: Oh, shucks!

Auntie: Hello, dears. How long have you been here?

Parrot: You would come home just as they were about to leave, and you told me that you didn't like them.

Dorothea: So! You don't like us! Well——

Auntie: Oh, Polly! How could you tell such a lie when you know how much I love them?

Parrot: Well, I had to tell them something to get them to go. They never know when to leave.

Auntie: That's no excuse. Now, you go to your room 'til they have gone.

Parrot: Gladly, and with much pleasure.

DISCIPLINE

Dan O. Root, Teacher, Armijo Union High School, Fairfield, Solano County

MMUCH has been written and more has been said about maintaining good school discipline. It is not a "gift." It can readily be acquired by the adherence to a comparatively few basic attitudes *on the part of the teacher*.

Sincerity and consistency must at all times be displayed in the teacher's behavior toward the students. The mode of action and things expected should not vary from day to day.

All requests made of the students at any time should be of a reasonable nature and made in a reasonable manner. No one anywhere can be expected to comply with unreasonable requests. Fairness in which no favoritism is displayed is paramount in all contacts.

The chief cause of disobedience on the part of students is an honest lack of complete understanding on their part of just what is expected of them. Or, the feeling

that they are being singled out by the teacher for the purpose of display.

Great care should be exercised to insure that all of the pupils in the group understand thoroughly how they are to conduct themselves and understand why the expected behavior is desirable. In order to attain this the teacher must himself definitely know what it is that he expects.

Students are people—human entities—and as such they are entitled to respect. They can reasonably expect that those with whom they come in contact will respect them as intelligent human beings, and that their teachers will have a sympathetic understanding of their problems and natures. There cannot be good discipline without mutual respect between overseer and those overseen.

Finally, say what you mean, and mean what you say, and your students will not disappoint you. They will behave in the manner in which they feel that you expect them to behave.

THE BIRDS OF AMERICA

THE MACMILLAN COMPANY has won the gratitude, not only of bird-lovers and ornithologists throughout America, but also of nature-lovers, schoolpeople, and librarians, in the publication of Audubon's *The Birds of America*, with introduction and descriptive text by William Vogt, editor of *Bird Lore*; price \$12.50.

John James Audubon (1785-1851) was probably the greatest of American naturalists and undoubtedly the greatest of all bird painters. During the greater part of his life, he journeyed through the then frontier country of America, painting birds in their native habitats. His great work, *Birds of America*, was engraved and printed in England, in an edition of fewer than 200 sets. The price at that time of one of these sets was \$1,000. Today the great elephant folio of Audubon's "Birds" is so rare that a fine set would probably bring in the neighborhood of \$15,000.

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A MAJOR concern in the best education of today is that of passing on to our children the finest heritage of the past. Macmillan Company, in making Audubon's masterpieces available to the school children, parents and teachers throughout the land which Audubon loved, has rendered a most admirable service in the fields of Conservation and of Education.

READING *and* SPEECH

REMEDIAL READING AND CORRECTIVE SPEECH

Bartonette Coggins, Remedial Reading Teacher, and Race Kent, Speech Correctionist,
Petaluma Junior High School, Sonoma County

IN SCHOOLS where there is corrective work being done for normal or retarded readers and speech defective students, it is generally considered that speech is speech and reading is reading and never the twain shall meet.

The person who is interested in speech correction is generally not too interested in the problems presented in the field of remedial reading nor is the remedial reading expert particularly concerned with the malady of poor speech.

Considered in the one light, the fields have little or nothing to do with one another. One deals with the degree of efficiency in obtaining ideas from the written page; the other deals with efficient expression of an individual's ideas.

We at Petaluma, however, developing our corrective procedure here under rather fine stimulation, feel that both

the reading and speech corrective procedure have much to gain by being kept within range of each other. There are certain fundamental problems which must be met by both branches.

The defective student, be he from the department of speech or that of reading, is in nine cases out of ten, a problem to general educational procedure or to society at large. His attitude is either responsible for his trouble or resultant of it. He needs to be met with a united front against his disability and failure in as many phases of his daily life as is possible. We feel that a congenial and cooperative department will give greater insurance of this united front than is possible in two individual fields of endeavor.

One of the first things to be considered in starting work with the reading group is the attitude towards reading on the part of the student. He may

be expected to have a negativistic one from the beginning, partly built through his own failure to succeed and partly through his anger at the taunts of his school-mates. It is not unusual but rather the rule, that he is termed such nick-names as "dumb-bell" and "stupe." He is a mere tyro at success.

This may be dealt with in a number of ways. Of course, the ideal one is through the medium of an expert. In our school we have a counselling system. We can depend on the help and cooperation of two counsellors. We may use several devices for meeting this problem. One which is used is the digit code. We put the traditional tit-tat-toe symbol on the board with the numbers up to nine in the spaces.

The symbol is then erased and the child asked to take one space and reproduce the correct number in it. Almost invariably he will need to count the numbers out verbally or with the use of his hands. We show him then, that different people have different means of learning and that some have never had the opportunity to make use of their natural means of learning. We also explain that their lack of reading

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skill does not indicate that they are not intelligent, but means simply that they have a handicap which can now be overcome.

We want the children themselves to understand just what is wrong with their reading and just exactly what they must do to correct it. If a child does not know the 1500 basic words covered in the Ayres lists, we tell him what the list is and explain that these words make up three-quarters of his reading and writing vocabulary and that those words are the first for him to learn. We show him the problem of lessening the number of eye fixations on a line. We explain to him that he must use a marker for all of his reading. He is told that his eye muscles are forming habits just as other muscles in his body are forming them and that use of a marker on one day and its disuse the next makes for little skill.

WE KNOW from certain laboratory work carried on by Dr. Grace Fernald of U.C.L.A. that the use of the marker greatly speeds up the reader who has difficulty in moving his eyes from the end of one line to the beginning of the next. We also believe that the use of the marker tends to keep attention of the habitual day-dreamer on his work, where it belongs. Many of these children have formed habits of autistic thinking due to former lack of skill and feelings of success. We prefer to substitute real skill and imagery for their dreams of success.

The children are given two types of regular reading. One is an easy type reading which is given for speed and one type is advanced work which is chosen because it offers them many new words for their laboratory work.

Some of the best easy reading material for speed work is made by the children themselves. Each day each child writes a story which is typed for him and handed back the next day. This story is pasted in his own large notebook (which is his and is illustrated in his art class). He has in his own story, the words which he understands perfectly. In writing he runs across words which he must learn to write properly. These words are written for him in black crayon on a piece of scratch paper. He traces with his

fingers, each word which he cannot write. After he traces the word, he writes it in his story. The word he has traced, is put in its proper place in a large card file which he has made. We make these satisfactorily from shoe-boxes.

These typed stories he has on hand always for speeded reading. This type of reading requires familiar material and of course the material is well understood by him. We have found that every child can read his typed story with no mistakes at all, so this material is very suitable for work in decreasing the number of eye fixations. We have no cases here of aphasia. We do have language deficiencies to face, but we make grammar corrections at the time the stories are written and they are understood and corrected by the children themselves. Consequently, they are read correctly.

The books read for pleasure provide harder material. The child writes on a slip of paper all the words not understood or not recognized. These are handed to the teacher. She writes them in black crayon on the scratch paper. The student looks up the meanings in the dictionary and learns to pronounce the words. The words must always be pronounced correctly as slowly as the finger-tracing is done. They are spoken to the child as he traces them.

Part of the slow reading rate is directly due to lack of word recognition on the part of the student so we do not combine word recognition with speed in our work. We work first for

recognition. We find that if we give pleasure reading on material where every single word is already known we do away with the old negativism and substitute a feeling of pleasure.

OUR school has a newspaper which comes out several times a term. Before the remedial students have a chance to read the paper for fun, a dictation drill is given. Hard words selected from the paper are chosen for group drill. Those who cannot write the words are given the crayoned words to trace and add to their card files. After the words and phrases are familiar to them, they are all given their newspapers and allowed to read. They may pick out any left-over words which they have special trouble with, but on the whole they can read the papers with enhanced pleasure because they are not having to ask their neighbors the meaning of simple words.

The use of the tracing method shows the students that a long word is as easy to learn as a short word, except in cases where the vocabulary is very limited or where the longer word is not understood. This has made them sympathetic with those in the group who have great trouble with writing the most simple words.

There are a few of the students who start in with the most elementary words. We know that their feelings are hurt if they see First Grade, Second Grade or Third Grade labels on their books and materials, so we get old notebooks and workbooks at those levels and cut them up, using the parts we need. They are pasted in the notebooks as permanent parts of the work covered.

These children bring to the remedial teachers all of their subject papers. Since these students have regular work in social studies, math, etc., they have an immediate need as well as an ultimate one for many words not covered in ordinary reading material. So, to deal with these, we take interesting material on Indians, current events and like work and make dictation exercises of these, correlating it with both board and seat-work tracing. Papers from their other classes are carefully scanned by the teacher. All incorrectly written words are written for the child to trace and added to his file. In this way many words needed immediately are learned.

Dictionary drills are held but are only practicable after the group is accustomed to generalizing. This generalization takes place often in a few weeks. The time it takes depends largely on the previous skill of the child. For example, after tracing the two words "cat" and "child," a pupil may be able to figure out for himself how to say the word "catch" and write it. This is what we mean by "generalizing." When he can do this easily with most of our everyday words, he will be able to profit by dictionary drills. He can then find "catch-penny." His use of his card file automatically teaches him dictionary arrangement.

Dictionary speed-drills are valuable with

New Gregg Books

GREGG Publishing Company has recently issued several noteworthy books,—
(1) French Commercial Correspondence and Readings, by Fish and Snow, of Boston; 270 pages, with appendices and vocabularies.

(2) Economics, basic principles and problems, by Rudolf K. Michels, associate professor of economics, Hunter College of the City of New York; 620 pages with bibliography. This useful introductory text orients the student through the copious use of attractive illustrations and by means of readily-comprehended language. The five parts include,—consumption, production, exchange, distribution, and finance.

(3) Clyde E. Rowe of Pittsburgh has brought together in a pamphlet of 60 pages classified Shorthand References, covering the period 1927-1937.

an advanced group or with a group which is visual. If a child is a good speller and can take written dictation easily and correctly, he can start work on vocabulary with a dictionary.

After a child has advanced, he may be given books of his own grade level and above. In this reading, he should make lists of the words he cannot write and then learn to write them.

Tracing will not be necessary after generalization has fully developed. After this occurs, a student merely looks at the word written in crayon, turns the paper over and writes it. A more advanced stage is reached when he develops the ability to look at the word in print, turn away, say it and then write it correctly. All words learned in any of these ways should be filed and turned to often for reference.

A FEW time-honored practices have served to slow up reading for these verbally-minded children. A child who is made to copy words from the board before he has formed proper reading generalizations will merely be confused when asked to read those words.

Another unfortunate practice has been the inhibition of gestures which helped the child learn his words. Moving of the lips seems to be very necessary for some individuals in learning to make generalizations. This may be annoying to their teacher but may be helpful to the child. Eventually, if left alone, a child will cease doing this of his own accord. Too great emphasis or attention drawn to these idiosyncrasies might cause stuttering either openly or in reading silently, for many of these children hear the words as they read, although it is silent reading.

We have observed that certain poor readers have difficulty also in being able to pronounce the word. It is easy to believe that a word has never made sense to some students because they have never formed a clear audio-picture of that word. If they come from foreign homes, or sounds which we call "speaking English" and our symbols which we call "written English," must make a problem which presents a pretty hopeless muddle. If, when a child stands up in a strange room to read, strange sounds come forth which provoke ill-concealed mirth or indignant scorn, it is not unthinkable that that child will retire from the reading to the back of the overcrowded schoolroom seeking oblivion. There are some things worse than being thought stupid.

It is possible for speech training to open an entirely new realm for a student in the field of books. In dealing with speech defective children you should realize that you probably do not see the real child at first. His defect alone is enough to cause him to build up a mask between himself and the outer world. When we consider that the cause of the defects (abnormal home conditions, actual physical defects, all the assortments of various phobias and the like) tends to warp the mental outlook, it becomes evi-

dent that much of the primary speech work must be of a psychological nature.

WHAT a blessing to both teacher and student if correction could be bought by the jar! Correction must begin deep inside the student and work its way out, forcing fears, bad habits and antagonisms before it. Usually the child is willing to help, once you have convinced him that the aid you offer will really help him and does not represent simply another humiliation. You do at times meet people who have been so battered by life and their reactions to it that they mistrust to the point of violence or passive antagonism. At other times, you meet cases where the defect is desired or even acquired by the patient. Observe, for instance, the acute case of infantilism who resented the corrective procedure because "papa" thought the lisp was "coot," or the professor's son who doubted the advisability of treatment because his father had obtained a Ph. D. in spite of a lateral lisp. What the youngster did not realize, however, was the fact that father's affliction made his lecture agonies of suppressed mirth among the undergraduates and made the professor the butt of many an uncomplimentary caricature.

Our procedure at Petaluma with such cases might best be described as "authoritatively patient." Authority to keep them within reach until one wins them and patience to counterbalance our own antagonisms built up by occasional ingratitude. Unless they graduate beyond your jurisdiction time and knowledge of human nature and a sense of humor will eventually break down the most stubborn of reserves. Speech defectives always need a sincere and trustworthy friend; the correctionists job is to be that friend.

How the proof is to be presented is a

problem of individual salesmanship. We once won a boy's confidence because we admitted that we did not think him entirely bad because he sometimes lied to his nagging and senile grandmother. We have every reason to believe that we saved another youngster from joining his older brother in the reform school, simply by giving him custom-cut jobs whereby he could earn enough money to buy himself a hot lunch every day. The fact that this procedure squared his shoulders and dissolved a stut-ter is not at all incidental.

How We Proceed

Once we have sold them the idea of self-improvement, we proceed along mechanical lines. A student who has given you his confidence resents being "tricked" into correct habits. We give the student exercises and tell him what the outcome should be. We teach him to relax and tell him why he should. We give him phonetic formation and explain the physical production of speech. We show him the values of rhythm and help him to apply them to his own problems.

His efforts should be sympathetically understood in every phase of his daily life. Parents, teachers, and classmates should be brought into the conspiracy for intelligent assistance.

But here we begin to meet difficulty.

Parents should be frankly confronted with the facts regarding stimulation and correction of their child's problem. But, at the same time, this is a delicate assignment. How can a perfect stranger reveal to a mother or father that his child is stammering because he feels subconsciously that "breakfast table emotionalism" is making his future insecure? The answer, of course, is that it is generally impossible, and even though you do reach the parent, it is unlikely that he will be able to remold his own behaviour for the benefit

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of his child. We seek home cooperation, but we do not surrender if it is not forthcoming.

Cooperation among fellow teachers, on the other hand, is quite another thing. We feel that thirty hours a week of concentrated and consistent directions cannot help but have a bearing on playtime and home speech and reading. As soon as a student learns how to correct his problem all his teachers are informed so that he may be reminded six hours a day for five days a week that "practice makes perfect." Our teachers cooperate by insisting on the use of correct enunciation, use of markers and correctly traced words.

We do not subscribe to any particular school of speech correction. We do not cling to any one method of dealing with reading cases, but combine those in most general use with the new tracing methods. We lean at times towards psychology, but we try to balance our actions by admitting that there are defects which do not find their stimulus in the shadowy realm of unfortunate experience and we govern our procedure accordingly.

We do not try to do the job alone. We seek and have the cooperation of our administration and a fine counselling system, which is becoming more and more active in our department. We do not expect to win a hundred percent of our cases, but we do expect to do more than if we proceeded alone, seeking our solitary way to success.

* * *

In Memoriam

Mrs. Ada Moulton, of Santa Cruz, 92 years old, and known throughout the Santa Cruz area by several generations of residents. As a young woman she taught school for many years in Santa Cruz County and became one of the most beloved of Santa Cruz older residents.

Cora L. Williams, internationally-known California schoolwoman, founder and president of the Williams Institute, Berkeley, and pioneer in group education. This brilliant and talented lady won high recognition as teacher, author, and lecturer. She attended the international conference in Oxford, England, as a representative of progressive education in America.

Born in Minnesota in 1865, she graduated in 1891 from University of California. For many years she taught in California public schools — seven years in Santa Ana High School and seven years in Oakland High School. In 1907 she founded the A-to-Zed School in Berkeley and ten years later established the Williams Institute.

Edgar L. Mitchel, age 70, former mathematics teacher, Alhambra High School. Born in Missouri, he came to California when 8 years old. Mr. Mitchel lived in Alhambra since 1921, prior to that time serving as principal of high schools in San Fernando, Santa Maria, Lompoc, Montebello, Huntington Beach and Moorpark. He was interested in scout work and out-door life and had a host of friends throughout California.

OUR MOVIE CLUB

Elinor Greer, Teacher, Huntington Beach, Orange County

I'VE found something new about motion-pictures," burst out Bob. "May I be the first to speak this morning?"

As the teacher nodded, Bob began, "I read that while twelve boys and girls were passing three hours of thrills a week at the movies, only one was at home getting the same things from books."

"That's right," Elva added. "In the United States 100,000 children attend the movies every week."

"No wonder the film companies can afford to spend seventy million dollars on advertising," exclaimed Grace, impressed.

"Why not use some of that million-dollar publicity to sell the good books that have been filmed?" asked Kenneth.

"That's a good idea," assented Gerald. "Every fellow I know saw Captains Courageous and only one had read the book."

"Could we have a sort of 'Read the book—See the movie' campaign?" Bob inquired.

"That would be one very worthwhile project to carry on during our study of motion-pictures," commented the teacher. "Make a list of good books that have been filmed, for tomorrow's meeting."

The foregoing conversation took place as Huntington Beach Elementary School Motion-Picture Club met for one of its early meetings this fall. Members of the club were 20 seventh and eighth grade students who met three times a week for a nine-week period.

A Huge Bulletin Board

The children decided they would use for their film-book campaign, a huge bulletin-board opposite the library. Through the cooperation of the school librarian the children became acquainted with many motion-picture aids. One of the finest of these was the display panel of exhibits which are furnished free upon request by addressing the Motion Picture Producers and Distributors of America, Inc., 28 West 44th Street, New York City. Some good exhibits issued last year were *The Plainsman*, *Maid of Salem*, *The Good Earth*, and

A Star Is Born. Exhibits received by the club to date are *Ebb Tide* (from the novel of the same name by Robert Louis Stevenson), *The Prisoner of Zenda*, and *Tom Sawyer*.

The club has recently read that Earl Wingart, publicity manager, Twentieth Century-Fox Film Corporation, 444 West 56th Street, New York City, will also send free exhibits.

In order to prepare the film-book displays in time and make arrangements with the librarian to have the books on the shelf, the librarian and the teacher watched the progress of films in production from the monthly lists of the *Wilson Bulletin* and the *Hollywood Office of the Motion-Picture Producers and Distributors, Inc.*

The film-books used were those recommended by the librarian, a student committee, and the teacher. The committee in charge advertised with the filmed book all good books on the same subject or related subjects. With Heidi were advertised other books by Johanna Spyri, and fiction and non-fiction books on Switzerland.

* * *

At a recent meeting of Torvos Teachers Club at Orange Glen school, San Diego County, F. L. Thurston, executive secretary, California Teachers Association Southern Section, was the guest speaker and discussed education and legislation. The meeting was conducted by Ida Colby, president of the Club.

* * *

Woodrow Wilson Elementary School, J. J. Gebauer, principal, at Lynwood, Los Angeles County, held a strikingly successful open house recently, in cooperation with local American Legion Post. Hundreds of mothers and fathers, friends and Legion members attended. F. L. Thurston delivered the address of the evening.

* * *

The National Secretary, published three times yearly by National Association of School Secretaries, is now in its third volume. Editor is Ethel M. Spencer, Board of Education, Detroit; membership chairman of the association is Belle S. Kuehney, 1055 North Fairfax, Los Angeles.

A recent issue gives an interesting account of the Pasadena Scriba Club of which Mrs. Lucille Roseman, Washington Junior High School, is president.

WHAT ABOUT PEACE?

MR. H. H. WIEBE, as faculty advisor, Cosmopolitan Club, Glendale Junior College, wrote the following international peace medley, presented by the club at the recent open house of the new college plant.

In the medley, the president of the club, appearing in flying-togs as a representative from Mars, indicts the nations of our present civilization. He asks if they have discarded peace or whether they still regard peace as a worthy and attainable ideal.

Hereupon Mr. Wiebe, as president of the League of Nations, attired in academic robe, welcomes the Martian and then calls upon the 22 members of the League, each in native costume, to speak.

A representative from Mars (appearing before a session of the League of Nations)—In these days of wars and rumors of wars, we of the planet Mars should like to know whether the nations of this earth have discarded the idea of peace, or whether they still regard peace as worth while. Mr. President, what answer shall I bring my people?

President of the League—We welcome you, a man from Mars, and bid you hear the message of our people. Who can speak for England?

England. England represents the spirit of the practical businessman. Not war, only peace is common sense, is good business.

Canada. Father John Bull represents our idea perfectly. Furthermore, we have demonstrated the possibility of peace in our dealings with our neighbor to the south, the United States of America.

Ireland. Now that the Irish Free State

has its own identity, we need peace to develop it.

Scotland. War is like burning up people and money. That is not Scotch.

Wales. We Welsh prefer to do our fighting verbally.

Norway. War is too hot for us northern people. Our message is: Calm thyself, O world.

Sweden. Haste makes waste. War is waste. We Swedes have formed the habit of peaceful pursuits. This we recommend to all.

France. The French stress good form. Only when at peace can we display good form. Let us have peace!

Italy. Italy has made conquests in war; the greatest and lasting conquests, however, are the conquests of peace.

Roumania. Wars have disregarded our identity as a people. Only peace can give us this heritage.

Czechoslovakia. The people of Czechoslovakia are an excitable people. They, as all people, need peace to live temper at its best.

Holland. The Dutch have a hard time making a living. We have no time for nor interest in war. Holland has been outstanding in the number of her jurists at the League of Nations.

Germany. Not only Germany lost in the recent World War. All nations lost. Only in peace can nations win.

Syria. Syria has been kicked from pillar to post like a football ever since 800 B. C. when Assyria conquered it. The League of Nations finally settled the Irak boundary. Syria, as all nations, needs peace in order to live.

The Philippines. The Philippines have developed not in war, but in peace. Peace is a prerequisite for development.

Japan. There are those nations which have and those which have not. Perhaps we

shall have to have economic readjustments in order to make peace a possible reality.

India. Much of the trouble that has led to wars has been caused by narrow nationalism. India's message to the world is internationalism.

Argentine. The American republics have and are demonstrating the fact that differences actually can be peaceably attacked and won.

Hawaii. We Hawaiians are people of the Pacific. All peoples should be pacific.

The United States of America. The U. S. is not only interested in peace, but has championed the cause of peace on numerous occasions, for instance, in helping to end the Russo-Japanese war; but especially in dealing with the Central and South American republics the U. S. has found the big brother idea, the good-will philosophy, more worthwhile and effective than the bully tactics. Could we not all live together as brothers? The U. S. thinks we could and should. Let us adopt the spirit of good-will!

Spanish Americans. The Spanish American fathers brought peace to these Pacific shores. What a wonderful world this might be if we would all bring peace.

The American Indian. Not only conquest, but the spirit of adventure, has often led to war. Perhaps all peoples should adopt the Indian war dance and get war out of their system in that way.

The President. I represent not only Russia, Germany, and Holland, but also Switzerland. In Switzerland, Germans, French, and Italians actually live together peaceably. It can be done. We need the spirit of peace and that requires the Prince of Peace.

Representative from Mars. I am happy to report to my people that the cry for peace has not died in the hearts of humanity. My parting message to all nations is: Preserve peace by developing an understanding mind.

President of the League. We need not only an understanding mind, but, as Solomon of old prayed, a willing and an understanding heart. And with this, O man of Mars, we bid you, depart in peace!

* * *

Un Peu De Tout

A SECOND-YEAR French Reader, by E. B. de Sauze, Ph. D., and Agnes M. Dureau; 379 pages; 57 illustrations, color frontispiece; John C. Winston Company. Aptly titled, this book is truly "a little bit of everything"—the interesting answer to many requests for a combination grammar and reader for second-year French, combining the classics with modern stories in humorous vein, French history, songs, plays, and an illustrated travelogue.

The authors, prominent in Cleveland schools and at Western Reserve University, have furnished a text that is carefully graded—beginning with simple reading, mostly in the present tense and gradually introducing somewhat more difficult vocabulary and more complex forms. All is within the range of second-year work.

Glendale Junior College Cosmopolitan Club International Peace Medley Cast



C. T. A. Conference

(Continued from Page 12)

techniques under an arbitrary administration.

4. The traditional policies and practices of school administration—borrowed as they are from the business world — conflict with the democratic philosophy of the schools.

Dr. Davis: I am going to assume that we want to continue to build democracy in America. The way to do that is to develop what will be pertinent to democracy as a way of life and will be determined to maintain democracy in America.

Children will not learn democratic cooperation in an autocratic and arbitrary classroom. By the same token, teachers will not set up democratic cooperation in a classroom in an atmosphere of autocratic and arbitrary administration.

Administration is a form of specialized service developed in an autocratic setting. Its traditions and practices are essentially autocratic. Its appeal is to those who like action rather than reflection, who are practical rather than theoretical, who are "hard-boiled" rather than sentimental, and who are dominating rather than democratic in behavior.

The democratic process implies consideration for all and of the fundamental rights of each, and for personality; intelligent understanding; free participation for all.

There is a conflict between those two points-of-view. Administration as it has developed is against the democratic policy. What can we as administrators or teachers do about it? First we should understand democracy by analysis and cooperation. I would recommend to those representing teacher training institution that we have courses in training in democracy. A group has said to me, "We are supposed to set up democratic processes in the classroom, but we have never had training in these techniques of democracy."

What are some of the techniques? (1) Ability to understand another person's viewpoint. There are several prescriptions. Empty yourself of all pride in your own power and point of view, conviction, resentment. It is very difficult to outline training in how to serve skillfully as a group coordinator, in how to serve as a member of a coordinating group. (2) Understand the various types of conflicts and prepare remedies. There are very definite techniques along this line. (3) Then set up representative conditions and try to put techniques into practice.

Build up an attitude of service. An administrator is both an agent of the group and a leader, but not a dictator. He must bring union out of diversity. An administrator's boards, public and assistants expect of him, but he can act only to the degree that he secures cooperation and participation from all concerned. He should be able to say, "I am acting as the agent of the group and in accordance with their wishes."

II. Contribution of the school to the extension of democratic processes in group living.

What contributions may a democracy expect the school to make to the processes of group living in the fields of:

- A. Personal relationships
- B. Group relationships
- C. The total culture

Speaker—Dr. William H. Burton, professor of education, University of Southern California. He stated that the contributions the school should make are:

1. For the individual: To develop a sense of responsibility within freedom; a sense of the worth and dignity of the individual combined with self-discipline.
2. For group relationships: To develop attitudes of openmindedness, honesty and reasonableness.
3. For the total culture: To develop and maintain a balance between the creative-emotional and intellectual power.

Dr. Sexson, in his opening address, had stated: I am indebted to Dr. William H. Burton, of the University of Southern California, for the following excellent summary of what democracy is:

1. The democratic philosophy implies consideration for all and respect for personality. Democratic civilizations, therefore, achieve stability and security only to the extent that education (understanding) permeates the entire mass of population.

2. The democratic philosophy implies the free participation of all in all of the aspects of life.

3. The democratic philosophy implies that whatever class distinction, or caste, exists will be based on the function which the individual presumes within the group. Consequently, there can be no upper or lower class, no stigma attached to an individual originating from his class placement. This is to be contrasted with class in a non-democratic society, where classes are arbitrary and fixed and there is no free passage from one to another, in that these classes are based upon birth or social position and are protected by insurmountable barriers. Where class divisions are based on function, it is obvious that there will be free passage from group to group.

4. The democratic philosophy implies that what authority exists is derived from the consent of the governed, and is used for the good of the entire group. In a non-democratic society, the concept is that the authority is derived from outside the group, and that the possessor may utilize it for his own good. It should be borne in mind that the popular concept that there is no authority in democracy is not supported by this philosophy. The implication is only that the group may, if the individual abuses his authority, withdraw it from him.

5. The democratic philosophy implies

that its institutions shall be flexible and evolutionary, that they are emerging and continuously adapting themselves to new conditions.

Dr. Burton: The first speaker, who gave us a very interesting sequence of events, said the sequence of events in a democracy is popular control, excesses, lack of responsibility and then reaction and dictatorship. With that as a keynote I want to proceed.

Democracy has a right to expect from education for the individual:

(1) A sense of responsibility, worth and dignity.

(2) Understanding on the part of the individual of the structure of the social order. A social order is a structure of mechanisms and procedures through which people live, govern themselves and carry on social relationships. A social order has both regulatory and corrective procedures. We must instruct children in this order and participate in bettering it so that it is not imposed on them or so that they feel they can revolt, but as an interesting, impressional and historical record.

(3) A valuing of other things than material ends and material outcomes.

(4) That we will restore in the individual his own confidence in himself, a sense of his own worth and dignity, and through that of group worth and dignity. Dictators have been able to restore to their people the sense of the group worth and dignity at the loss of the individual worth and dignity.

Democracy has a right to expect from education for group relationships:

(1) Openness and honesty — "open covenants openly arrived at." We have heard Mr. Roth and Mr. Dalton today. Their reasonableness is not typical of many groups. Education must develop this reasonableness in dealings.

(2) Insistence that all points-of-view are to be heard courteously and respectfully.

Democracy has a right to expect from education for the whole culture: balance. The newer types of things in education have been of great service in breaking down the old formal point of view. They have stressed the creative, the emotional. They have included another aspect of the intellectual objectives.

Democracy expects from education: responsibility within freedom, for the individual; reasonableness, for the group; balance, for the culture.

We get something without which men cannot live — faith in themselves and in the destiny of their own group. The totalitarian states have done that at tremendous cost to the very thing we want to preserve — the human spirit. We must do it by freeing the Human Spirit rather than controlling it or inhibiting it.

III. Discussion, questions, summary, by Mr. Merideth.

CTA HONOR SCHOOLS

SCHOOL STAFFS 100% ENROLLED FOR 1938 IN CALIFORNIA TEACHERS ASSOCIATION. FURTHER LISTS WILL APPEAR IN FEBRUARY

Northern Section

Butte County—Atkins, Big Bar, Centerville, Clear Creek, Clipper Mills, Gridley, Woodrow Wilson and McKinley Schools, Honcut, Kings, Lone Tree, Manzanita, Mesilla Valley; Oroville City Schools: Bird Street School, Eastside School and Burbank School, Brush Creek Emergency, Forest Emergency, Wyandotte, Biggs Union High, and Durham Union High.—**Jay E. Partridge, County Superintendent of Schools, Oroville.** Nelson Union, Pleasant Valley, Rio Bonito, Rock Creek, Yankee Hill, River.

Chico City—Bidwell, Central, Chapman, Citrus Avenue, Linden, Oakdale, Paradise, Rosedale, Salem, Chico Union High; **every school in Chico.**

Colusa County—Pierce Joint Union High and Colusa Union High.

El Dorado County—Blairs, Brandon, Coloma, Coon Hollow, Diamond Springs, Mount Aukum, Oak Hill, Placerville, River, Sly Park.

Nevada County—Grass Valley High School.

Plumas County—Every School! Beckwith, Crescent, Genesee, Greenville, Hot Springs, Grays Flat Emergency, Island District, Johnsville, La Porte, Laws, Lincoln, Long Valley, Mann, North Fork, Pioneer, Portola, Quincy, Rich Bar, Seneca, Lassen-Butte, Canyon Dam, Spanish Peak, Squirrel Creek, Sulphur Springs, Summit, Summit Emergency, Superior, Taylor, Union, Walkermine, Plumas County High, Greenville Junior-Senior High, Portola Junior-Senior High, Quincy High, Walkermine High.

Placer County—Alta Vista, Newcastle, Penryn, Rocklin, Roseville (Atlantic Street), Norden Emergency.

Sacramento County—Arno and Lagrina.

Sierra County—Alleghany, Alpine, Butte, Clare, Downieville, Forest, Goodyears, Long Point, Loyalton, Sierraville, Long Valley Emergency. **Every school!**

Tehama County—Corning Elementary.

Tuba County—Rose Bar.

North Coast Section

Del Norte County—now 100%.

Humboldt County—High Schools: South Fork Union; Elementary Schools: Eel River, Eel Rock, Hoopa Valley Union.

Mendocino County—High Schools: Potter Valley; Elementary Schools: Bonita, Keene, Mendocino, Potter Valley, Two Rivers, Westport.

Bay Section

Santa Clara County—All teachers in Gilroy high and elementary school district are

enrolled 100% as they have been for many years.—**O. C. Hadley, District Superintendent, Gilroy.**

San Francisco—Andrew Jackson, Bret Harte, Excelsior, Hawthorne, Laguna Honda, Madison, Sanchez, and Washington Irving, and George Peabody.

Alameda City—100%—Haight, Lincoln, Longfellow, Mastick, Porter, Sadler, Versailles, Washington, and Alameda High School.

San Leandro—Roosevelt and Sunshine.

Piedmont—100% for the 17th consecutive year—Egbert W. Beach, Frank C. Havens and Wildwood Elementary Schools, and Piedmont High School.

Alameda County—Centerville Grammar, Decoto, Green, Independent, Lincoln, May, Midway, Mt. Eden, Mocho, Murray, Newark, Palomares, Redwood, Russell, Stony Brook, Sunol Glen, Townsend, Valle Vista. San Lorenzo: San Lorenzo, Ashland and Sunset. Hayward Elementary: Bret Harte, Markham, Burbank, Muir, Fairview, Hayward Highlands, and Pacific Primary.

Contra Costa County—Danville Grammar, Lafayette, and Martinez Junior High School.

Richmond City—Grant, Kensington, Nyström, Peres, Stege, Washington, Roosevelt Junior High, and Longfellow Junior High.

Lake County—Blue Lakes, Cache Creek, Cobb Valley, Loconomi, Lucerne, Middletown Grammar, Morgan Valley and Upper Lake Grammar.

Marin County—Aurora, Black, Burdell, Clark, Halleck, Kentfield, Tamalpais Park at Mill Valley, Homestead at Mill Valley, Nicasio, Novato, Pacheco, Ross, San Jose, San Pedro, and Tomales Joint Union High School.

San Rafael — Elementary Schools All 100%—S. R. Grammar, B Street, Coleman, Short, West End Primary and Laurel Dell School.

Napa County—Calistoga Joint Union Elementary, St. Helena Union Elementary. Napa City: Intermediate, John L. Shearer and Lincoln.

San Joaquin County—Alpine, Atlanta, August, Burwood, Calla, Collegeville, Escalon Grammar, French Camp, Golden West, Houston, Independent, Jefferson, Lathrop, Linden Grammar and High, Live Oak, Lockeford, Lone Tree, Peterson, Ray, Ripon Elementary, Rustic, Terminous, Tracy Union High School, Venice, and Victor. Lodi Elementary all 100%: Emerson, Garfield, Lincoln, Needham, and Salem.

Stockton—100%—Stockton High School, Schneider Vocational High, Bungalow, Luther Burbank, El Dorado, Fair Oaks, Franklin, Fremont, Lottie Grunsky, Hazelton, Jackson, Jefferson, junior Trade, Lafayette, Lincoln, McKinley, Monroe, Roosevelt, Victory, Washington, Weber, Weber Primary, Woodrow Wilson, and Bret Harte Preventorium.

Santa Clara County—Gilroy Elementary Schools, Gilroy High School, Cupertino Union, Orchard, Prunedale, Rucker, San Ysidro, Sunnyvale, Fremont and Washington Schools at Santa Clara, Adams, Campbell Union Grammar, Machado, Morgan Hill, Dana Street School at Mt. View, Oak Grove, Sunol, and County Superintendent of Schools Office.



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seems, when one is least prepared to meet them. To assist teachers over these rough financial spots T.C.U. was organized by teachers for teachers 38 years ago. By thousands of teachers joining this organization, the risk of each is shared by all at a cost so low that no teacher can now afford to be without T.C.U. Protection.

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Palo Alto—Channing, South Palo Alto, and Stanford Grammar Schools.

San Jose—Anne Darling, College Park, Gardner, Grant, Hawthorne, Hester, Horace Mann, Jefferson, Lincoln, Lincoln Glen, Longfellow, Lowell, Trace, Washington, Willow Glen, Peter H. Burnett Junior High, Herbert Hoover Junior High, Theodore Roosevelt Junior High, Woodrow Wilson Junior High, and Edison High School.

Solano County—Crystal, Dixon, Rio Vista Joint, Vaca Valley Union Grammar Schools, and Benicia Unified High School.

Sonoma County—Arcadia, Bay, Burbank and Lincoln at City of Santa Rosa, Cloverdale, Cotati, Eureka, Felts, Grant, Green Valley, Hall, Horicon, Jenner, Lone Redwood, Mark West, Meeker, Monroe, Montgomery, Mountain, Payran, Potter, Sonoma, Sotoyome, Spring Hill, Steuben, Strawberry, Vine Hill, Watmaugh, Watson, William Booth, Analy Union High School at Sebastopol, Santa Rosa High School, and Petaluma High School.

Stanislaus County—Riverbank Grammar, Hawthorne and Lowell at Turlock.

Tuolumne County—Bellevue, Big Oak Flat, Chinese Camp, Corner, Jacksonville, Mather, Moccasin Creek, Montezuma, Phoenix, Rawhide, Springfield, Tuttle town, Wards Ferry, Sonora Union High and Summerville Union High School.

Central Section

Fresno County—All the Kingsburg Elementary District—City Schools: Riverbend, Washington, Lincoln, Roosevelt; County Schools: Clay, Harrison.

Canal Elementary, Parlier High, Easterby, Dakota, Kerman Elementary, Scandinavian Elementary, Clovis Elementary; Nees Colony Elementary, Polasky Elementary, Jefferson Elementary, Temperance Elementary, Redbanks Elementary, Pinedale Elementary, Clovis High, Granville Elementary, Tranquility High, Sanger High, Iowa Elementary, Kingsburg High, Fresno Colony Elementary, University Colony Elementary, Garfield Elementary, Selma, Calwa Elementary.

The following schools are 100% in membership in **Bakersfield**: Emerson, Williams, Freemont, Longfellow, Lowell, Roosevelt, Jefferson, Franklin, Washington, William Penn, McKinley, Horace Mann, Lincoln, and the Administration Office of the Bakersfield City Schools.

All the Reedley Elementary District—Reedley Elementary; County Schools: Alameda, Great Western, Mt. Olive, Wahtoke, Navalencia, Orange Cove, Smith Mountain, Alta, Riverview.

Tulare County—Dinuba: Jefferson, Lincoln, Roosevelt, Washington.

Exeter—Lincoln, Wilson, Exeter Union High, Enterprise, Eshom, Tagus, Hanby, Johnsondale, Kaweah, Linwood, Lovell, Manzanillo, Monson, Nickerson, Oakland Colony, Outside Creek, Olive, Paloma, Prairie Center, Rockford, Springfield, Strathmore, Taurusa, Tipton, Waukena, Yetttem, Wilson Emergency.

Porterville—Bellevue, Roche Avenue, Vandalia, Vine Street.

Tulare—Central, Roosevelt, Lincoln, Wilson.

Visalia—Carrie, Barrett, Conyer Street, Highland, Highway, Jefferson, Washington, Webster.—H. W. Kelly, secretary-treasurer, Central Section.

Central Coast Section

San Luis Obispo County—Arroyo Grande, Ascension, Atascadero, Banning, Bellevue, Bethel-Encinal Union, Branch, Cayucos, Central, Corral De Piedra, Geneseo, Home, Hope, Irish Hills, Laguna, Los Osos, Mammoth Rock, Morro Union, Mountain View, New, Nipomo, Oak Dale, Olmstead, Pacific, Santa Fe, Santa Manuela, Simmler, Someo, Sunnyside, Washington, Atascadero Union High School, Paso Robles Union High School, Shandon Union High School, Avila.

Santa Cruz County—Agua Puerca, Alba, Amesti, Aptos Union, Bald Mountain, Ben Lomond, Boulder Creek Union, Brown, Calabasas, Carlton, Casserly, Central, Corralitos Union, Eureka, Felton, Ferndale, Fruit Vale, Glenwood, Green Valley, Happy Valley, Hazel Dell, Hester Creek, Highland, Jefferson, Larkin Valley, La Selva Beach, Laurel, Live Oak, Mountain, Oakdale, Ocean View, Pacific, Pleasant Valley, Railroad, Roache, San Andreas, San Vicente, Scotts Valley, Seaside, Soquel Union, Valley View, Zayante; Santa Cruz: Branciforte Elementary, Garfield Park Elementary, Gault Elementary, Grant Elementary, Laurel Elementary, Mission Hill Elementary; Watsonville: Grammar School, Union High School.

San Benito County—Ausaymas Joint, Bitterwater-Tully Union, Enterprise, Fairhaven, Fairview, Cottonwood; Hollister: Fremont Grammar; Jefferson, Live Oak, New Idria, Pacheco, Paicines, Panoche, San Juan Union, Santa Ana, Southside, Tres Pinos, Union, Vineyard, Willow Grove.

Monterey County—Ellis, Greenfield Union, Hesperia, King City Union, Lake; Monterey: Oak Grove School, Seaside School, Walter Colton School; Pajaro Union, Parkfield Union; Salinas: Lincoln School, Roosevelt School, Sherwood School, Washington School; San Lucas Union, Somavia, Spreckels, Sur, Tularcitos Union, Woll, Salinas Union High School, Pacific Grove Unified High School.

Southern Section

Imperial County—Acacia, Calexico: Dool, Calipatria Union High, Eucalyptus, Holtville Elementary, Mt. Signal, Niland, Verde.

Los Angeles City—Annandale, Avalon Boulevard, Cheremoya Avenue, Cienega, Denker Avenue, Eighty-seventh Street, Evergreen Avenue, Fifteenth Street, Fletcher Drive, Fries Avenue, Garvanza, Harrison Street, Hyde Park, La Ballona, Lankershim, Loma Vista, Los Feliz, Machado, Marengo Heights, Ninety-second Street, O'Melveny, Playa Del Rey, Reseda, Theodore Roosevelt, San Fernando, Santa Barbara Avenue, Satcoy Street, Sixty-first Street, Soto Street, South Park, Thirty-seventh Street, Thirty-sixth Street, Toland Way, Van Ness Avenue,

Vermont Avenue, Western Avenue, Westminster Avenue, Yorkdale, Cambria Welfare Senior High.

Los Angeles County—Alhambra: Central, Fremont, Garfield, Granada, Marengo, Marguerita, Park, Arcadia, Artesia, Baldwin Park, Bonita Union High. Burbank: Muir Junior High, Joaquin Miller. Claremont City Schools. Compton Secondary District: Franklin Roosevelt Junior High, Clearwater Junior High, Lynwood Junior, Willowbrook Junior High. Covina City Schools, Culver City Schools, El Monte Elementary District, El Segundo Elementary, Excelsior Union High. Inglewood: Oak. Lancaster Elementary. Lawndale: Central. Llewellyn, Los Nietos, Lowell Joint. Monrovia: Canyon, Ivy, Mayflower, Monroe, Santa Fe, Wild Rose. Newhall, Norwalk, Palmdale, Perry. Pomona: Alcott, Hamilton, Abraham Lincoln, Roosevelt, Washington, Administration. Ranchito District, Rivera, San Dimas, San Marino. South Pasadena: Junior High School, El Centro, Lincoln Park, Oneonta, South Whittier, Temple. Whittier Elementary District: J. Bailey, L. Jackson, Longfellow, Whittier.

Orange County—Anaheim Union High. Anaheim: Broadway, Citron, La Palma, Lincoln, Washington. Brea-Olinda Union High, Brea Elementary District, Buena Park, El Modena District, Fullerton High School and Junior College, Fullerton Elementary District, Garden Grove High, Huntington Beach Union High, Irvine. La Habra: Lincoln. Loara, Magnolia No. 1, Newport Harbor Union High, Newport Beach, Olive, San Clemente, San Joaquin No. 2, Savanna, Silverado*, Villa Park, Westminster District.

Riverside County—Alberhill, Banning Union High, Coachella Elementary. Corona: Junior High, Elementary Schools. Elsinore Union High, Elsinore Elementary, Perris Union High, Perris Elementary, San Jacinto High, San Jacinto Elementary. Riverside City: University Heights Junior High, Fremont, Grant, Liberty, Lincoln, Longfellow, Lowell, Magnolia, Palm. Union Joint, Mecca, Thermal.

San Bernardino—Amboy, Barstow Union High, Barstow Elementary. Chino: D Street, Grammar. Colton Union High, Colton, Crestline, Cucamonga. Fontana: Seville, Sierra, South Fontana, Junior High. Hodge, Needles District, Redlands City Schools. Upland: Intermediate, Eighteenth Street, Sierra Vista. Victorville Elementary.

San Diego—Alta*, Chula Vista Elementary, Coronado Elementary, Escondido High, Fallbrook Union High, National City Schools, Otay, Ramona, South Bay, Southwest Junior High.

Santa Barbara County—Ballard*, Bonita, Guadalupe. Hope: Preventorium. Maple*, Montecito, Solvang.

Ventura County—Apache*, Briggs, Center, Moorpark Elementary, Mound, Nordhoff Elementary. Oxnard: Wilson, Roosevelt. San Antonio*. Santa Paula: Ventura Street. Simi Elementary, Summit*. Ventura: Junior High, Junior College.

* is a one-teacher school.

Hughes Carries On

CHARLES C. HUGHES, city superintendent of schools, has been reappointed for another four years.

Hughes came here first in 1912 as head of the city schools. He has served continuously from that time and will round out 29 years of service when his new contract expires.

The city and the school system have grown tremendously in the period that he has been in office. Keeping pace with this growth has been the development of education in Sacramento. Elementary schools, junior high schools, senior high schools and junior college have all been expanded to the fullest degree. Every phase of modern education has been introduced into the community under Hughes' direction. Hughes has never hesitated at accepting innovations, or at experimenting with new ideas.

Coincident with Hughes' reappointment was the adoption by school board of a policy of further expansion. Diversified adult education and means to attract more students to the junior college have been authorized. Less rigid rules regarding commercial tieups with the schools are contemplated, although the board must proceed cautiously with this or it will find the school children being constantly exploited in a manner that will interfere with their studies.

Hughes has gone through more than one vast building program, providing Sacramento with as fine schools as exist anywhere in the west.

Chiefly he has held his job by keeping young and advancing with the times. Hughes is rated among educators as a capable administrator, one who has surrounded himself with a corps of expert educators, who carry the burden of detail while he outlines the policies and keeps the school system on good terms with the public.

Serving as long as he has, Hughes has probably set a record for continuance in office for a community of this size. Retaining him for another four years is a tribute to his service and another vote of community confidence in the schools and in their administrative head.—*Editorial, The Sacramento Union, December 8, 1937.*

* * *

School Secretaries

FOUR years ago, on July 5, 1934, the National Association of School Secretaries held their organizing meeting in connection with the National Education Association in Washington, D. C. Nursery school age in years but far beyond kindergarten age in achievements accomplished!

Louise Henderson, president of this organization, Cassidy School, Philadelphia, states that from 800 in 1936, there are now 1,300 secretaries enrolled, representing 45 states and D. C. A four-point program has been cited as the aim of this national organization—Service—Recognition—Information—Fellowship. A bulletin is issued

three times a year outlining the activities of the organization.

Annually, at the time and place of the National Education Association Convention, this group meets. Speakers of national recognition have appeared on the programs. Round-table conferences have been included for the purpose of exchanging ideas relating to the duties and opportunities of the school secretary.

In addition, regional meetings of representatives from the eastern states have been held in February or March each year. In February 1937, a regional meeting of representatives in the southern states was also held in New Orleans, Louisiana. This group met in San Antonio, Texas, in November 1937.

The eastern sectional meeting will be held this year in Atlantic City, February 26-27, at the time of the Convention of the American Association of School Administrators.

* * *

Dean Smith, recently appointed head of the industrial arts department, Kern County Union High School at Bakersfield, has also been made President, Kern County Division C. T. A. Central Section. Mr. Smith formerly resided in Santa Barbara and graduated in 1924 from the State College there.

* * *

TAX TALKS

STARTING Friday, January 7, the State Board of Equalization will launch a series of radio broadcasts in cooperation with National Broadcasting Company through Station KPO, San Francisco, for the purpose of informing the public on the state system of revenue and taxation.

Among prominent speakers to appear on its series of four weekly programs is Roy M. Cloud, state executive secretary of California Teachers Association. Mr. Cloud will speak on **January 28** at 4:45 p. m. on Sales Taxes and the California School System.

Introducing the series for the State Board on January 7 at the same hour will be Dixwell L. Pierce, its secretary and member of law faculty of University of California. He will open the series with a general outline of the state's revenue and taxation system and a history of the State Board of Equalization and its administrative work as regards taxes under its jurisdiction.

Following Mr. Pierce on January 14th at the same hour will be Edward F. Treadwell, widely-known attorney and authority on taxation. Mr. Treadwell's subject will be California Property Taxes.

The next week Malcolm McNaghten, president of the California Retailers Association and prominent Los Angeles business man, will speak Friday, January 21, at the same hour on Sales Taxes and California Retailers.

According to members of the State Board this is the first radio series ever undertaken with a view of giving the public specific and definite information on its state financial set-up. The members of the State Board arranging the series are: John C. Corbett, first district, San Francisco; Fred E. Stewart, second district, Oakland; R. E. Collins, third district, Redding, chairman of the board; Ray Edgar, fourth district, Los Angeles, and Harry B. Riley, State Controller, and board member ex officio.

Humorist in California

HENRY HOLT and Company have recently published John Phoenix, Esq., *The Veritable Squibob*, being a life of Captain George H. Derby, U. S. A., by George R. Stewart, Jr.

John Phoenix, of Civil War times, widely-known American humorist, was also an army officer of a notable New England family. Stationed in California in Gold Rush days, he found that stimulating atmosphere ideal for his humor. The book is full of fun.

The author, associate professor of English, University of California, Berkeley, has already won a large audience through his previous book, *Ordeal By Hunger*, the story of the Donner Party.

The Supplementary Pamphlets

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WE GET A BAND

THE COMMUNITY BAND GOES TO SCHOOL

Leland Auer, Director, Brea-Olinda Schools, Orange County

BREA-OLINDA wanted a band! The 5000 people who make up the communities of Brea and Olinda had long felt the need for a band.

The question of what to do about the band had been brought up time and time again with no result, for there were not enough musicians available to form a band either in the schools or in the entire community.

The situation was not desperate, but certainly it was acute. The community had to go on indefinitely without a band—or create one.

In the spring of 1937 a committee of school officials and representative businessmen was formed and an experienced band-director (Leland Auer) engaged. To him was given the job of building a band. No assistance possible, either moral or financial, was withheld. Through him a large university band was engaged to give a band concert and stimulate interest.

After the whole town had been talking for a week, the entire student bodies of the schools were canvassed. Every student interested in playing a band instrument was contacted. A drive was conducted throughout the community and every band instrument not in use—and there were many—was requested to be loaned or donated to the schools.

Some new instruments were purchased by the school district, but most of the students bought instruments

themselves. A summer school for instrumental music was announced and a full year's band program established.

By starting the ball rolling three weeks before the close of the spring semester, a class of 80 students was ready for work a week after the end of the regular school year.

So the community band, born of a great desire and concerted effort on the part of an entire community, had started to school.

Eight weeks later, at the close of the first summer session of the band class, a program was presented which amazed even those most closely connected with the project. Brea-Olinda had a band! Young and inexperienced, to be sure, but a band nevertheless, and one to which they could point with all the pride of possession and satisfaction of a job well started.

The community had already adopted the band as its own, for had not they provided the transportation to rehearsals, the refreshments after long and dusty drills, the instruments, and later, the uniforms?

The band classes, too, had solved part of the great vacation problem of "what to do," and the cool mornings were an ideal time for part-time study that had long been overlooked.

The band filled a social need, too, as well as a civic need, for evening rehearsals were taking the place of the "street-corners."

Parents and administrators were proud

and pleased, but their enthusiasm was topped by the reactions of the student bodies when school opened this fall.

School assemblies and football games are more spirited and popular than ever before. The 48-piece band and the 36 girls of the singing-marching unit, made up from the high school students and the more advanced of the elementary grades, have captivated the interest of the boys and girls and brought school spirit to a new goal.

Townpeople and visiting schools are carried along on a wave of enthusiasm never before felt at Brea-Olinda.

The band has a full program ahead of it for the entire year. A student cannot afford to stop practicing, nor can a progressive band curtail its rehearsals during the summer months. This makes for better musicians, a better band, and an organization that will be of service to the schools and the community the year 'round.

* * *

School and Life

MMARGARET E. BENNETT, director of guidance, Pasadena City Schools, and Professor Harold C. Hand of Stanford University, are co-authors of this attractive and progressive orientation handbook published by McGraw-Hill.

Prepared by these two brilliant California school workers, this admirable guide discusses living in school, learning to learn, and evaluating and planning.

* * *

New officers of San Mateo County Teachers Association are: Clive M. Saiz, Jefferson Union High School, Daly City, president; Dorothy Jones, Northbrae School, San Bruno, vice-president; Mrs. Lauretta Paulsen, principal, McKinley Intermediate School, Redwood City, secretary-treasurer.

Film and School

FILM AND SCHOOL, a handbook of motion-picture evaluation, by Helen Rand and Richard Lewis (a publication of National Council of Teachers of English) is issued by D. Appleton-Century Company. Comprising 190 pages with numerous illustrations, this important guidebook is of practical use to teachers and all others who work with young people.

Mr. Lewis is teacher of drama, English A, voice and diction at Glendale Junior College. Sarah McLean Mullen, also on the committee, is at Abraham Lincoln High School, Los Angeles. The chairman, Helen Rand, is at University High School, University of Michigan. The committee has produced a very useful treatise.

When the Graduating Class asks:

"What shall we give to the school?"

—Suggest this....



This pedestal type Dictionary Stand is a very popular gift for graduating classes to present to their school or college libraries. Fitted with the engraved gift plate which we attach, it becomes a permanent record of class devotion.

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Classroom Teachers

(Continued from Page 15)

well as the letter of the law should be observed.

Members of the audience entered into the discussion and showed interest in and enthusiasm for the subject. They asked questions of the members of the panel and also added their remarks and observations.

These panel discussions are bringing the people of the communities together for the discussion of that all-important topic—the child. The Classroom Division of the Bay Section is hoping there will be many more of these panels. They also serve to familiarize the members of outlying communities with C. T. A. and to give the teachers a new vision of its work.—Wilbur W. Raisner, San Francisco; President, Classroom Division, C. T. A. Bay Section.

* * *

At a recent meeting of Epsilon Field Chapter, Phi Delta Kappa, at Los Angeles, it was voted to send the president and vice-president of the chapter as delegates to the national meeting, held in Cincinnati. The president is Dr. C. C. Trillingham, in the office of County Superintendent A. R. Clifton; vice-president is Professor Jesse A. Bond of University of California at Los Angeles. Dr. Elmer C. Sandmeyer of Santa Monica Junior College is secretary.

* * *

Adult Education Conference

PACIFIC Southwest Conference on Adult Education, recently held on the campus of the University of California at Los Angeles, was one of a series sponsored by American Association for Adult Education and was arranged by California Association for Adult Education.

More than 500 representatives of public schools, colleges, and a wide variety of other agencies for adult education were registered. Over 100 more were in attendance. Los Angeles, as expected, furnished the largest group in attendance and the delegation from San Diego was the largest one from out-of-town. The conference was featured by the high quality of its attendance and the serious interest taken in its proceedings.

The first day was devoted to general sessions addressed by outstanding leaders including Morse A. Cartwright, Dr. Everett Dean Martin, and Leon J. Richardson of the American Association, and Dr. John A. Sexson, president of California Teachers Association.

A conference dinner, held the first evening, was addressed by Dr. Edward L. Hardy, newly-elected president of the California Association. The Saturday morning session was devoted to 16 section meetings in which an effort was made to formulate the problems in the various fields.

The California Association published, for distribution at the conference, a beautiful illustrated souvenir booklet reprinted from

the recent annual report of the Superintendent of Schools of Los Angeles. Entitled *Lifelong Learning*, it presents a fine picture of the program of public school adult education in a metropolitan city.

Another feature of the conference was the exhibits placed in the various section-rooms and which served as visual aids to the interpretation of the entire program of adult education as it is being carried on in this region.

The enthusiastic response accorded this initial experiment and the requests that it be made an annual affair, indicate that there is a definite place for an annual conference in a regional program of adult education.

* * *

The Lillard Museum

ON one side of the main entrance to the Library Building of Sacramento Junior College is the Lillard Museum, which holds several thousand archeological and historical specimens.

On the other side is the Little Gallery, where there is an art exhibit open every day that college is in session. These exhibits are composed of work by the local college and loan exhibits from artists and art schools which are, as a rule, changed every week.

In the entrance to the two large reading-rooms of the Library, which have a total floor space of approximately 9,500 square feet, with 15,000 books on the open shelves, there is a case containing rare books, old letters and documents, stamp collections and similar things of interest, also changed from time to time.

* * *

Reginald C. Robbins of Santa Barbara, Milton P. Skinner of Long Beach, and Stewart Edward White of Burlingame are California members of the board of consulting biologists and conservationists, Emergency Conservation Committee, 734 Lexington Avenue, New York City, of which Mrs. C. N. Edge is chairman. She states that wholehearted spontaneous support is bringing the Conservation movement nearer to its goal, and forcing those who are wasting our resources to listen to people who protest.

* * *

A grant of \$135,000 from the General Education Board for the three year support of the activities of the Committee on Motion-Pictures in Education was announced recently by George F. Zook, president, American Council on Education, 744 Jackson Place, Washington, D. C. With this grant a clearing-house of information and activity on visual problems, as they relate to general education, will be established under direction of Charles F. Hoban, jr., associate in motion-picture education.

The American Council on Education has carried on a number of activities in this area during the past several years. One of the undertakings was a survey of the audi-visual

equipment owned by elementary and secondary schools of the country. The project has also cooperated in the collection of film catalogs, exploratory studies of various subjects to determine the needed films, the methods of distributing motion-pictures, and their actual use in schools and adult programs.

* * *

Second meeting of Central California Social Science Association will be held in Sacramento Saturday, January 8, at 11 a. m. Subject for discussion will be "Z Sections in the Social Sciences." Following the discussion, lunch will be served at 12:15 p. m., after which an address will be made by Wm. A. Wiltberger, head, Police School at San Jose State College, on crime prevention.

The place of meeting will be in one of the Sacramento schools.—Carl G. Winter, President, Elk Grove.

* * *

T. D. Martin, director of membership, N.E.A., reports numerous California school systems enrolled 100% in N.E.A. for 1937-38. Laguna Beach, Needles, Piru and Piedmont are among the many completely enrolled. Alameda City has high rank.

* * *

The Bay Section School Business Officials at their December meeting held in Berkeley, elected officers for 1938. Those chosen were,—president, William A. Johnson, San Francisco; vice-president, Walter T. Helms, Richmond; secretary-treasurer, Mrs. Kathryn Borneman, Hayward.

* * *

Mrs. John Stearns Thayer, president, Los Angeles District, California Federation of Women's Clubs, recently participated in a dinner-meeting of C. T. A. Southern Section Division of Classroom Teachers, and was feted at a breakfast given by the elementary teachers institute at the Town and Gown Club in Los Angeles.

* * *

Ely Economic Foundation, a non-profit institution incorporated in New York with office at Room 1515, 551 Fifth Avenue, New York City (chairman, Robert H. Armstrong), is assembling a fund to enable Dr. Richard T. Ely to continue his great work in economic research.

Dean of American economists, Dr. Ely, in his many years of distinguished service at Johns Hopkins, Wisconsin and Northwestern, wrote textbooks of commanding importance and universal use.

* * *

The San Diego Union recently editorialized on vocational education, congratulating that city upon its sound vocational program and contrasting it with the turmoil in Chicago. San Diego is handling the matter from the standpoint of the greatest good for the greatest number.

MY DESERT SCHOOL

WANTING: SPACE AND EQUIPMENT!

Marie Varian, South Pasadena

THOROUGHLY inadequate space, absolute lack of modern equipment, a group of children limited in background and experience, too many to be held to their greatest working capacity by one teacher—that was the teacher's new position!

Not unlike hundreds of similar positions, but the first one that this teacher had filled in a small isolated community. So what?

Obviously, the immediate need was space. To this end, the room was at once entirely cleared of all furniture except the piano. The teacher's desk was relegated to a corner of a cloak room and small chairs and tables were distributed to any and all teachers open to suggestion.

One corner near the window was lined with heavy paper for painting, another was reserved for the piano, a third inside corner was held as the sole remaining space for putting up a house or any large building.

If 40 children were to occupy the floor space with clay, paste, some antiquated blocks, and what not, where was the big crayola work to be done? Where was calcimine to be used? Even if big easels were at hand, which they were not, inadequate space prohibited their use. But there still did exist—wall space.

By dropping picture wire from the ceiling, large mats of screening were hung at a suitable level for work. Tag-board, which would have been stronger, was not available, so the screening had to be reinforced on the edges with four-inch muslin strips.

Crayola or calcimining pictures could be done in this way on torn lengths of brown paper approximately 24 x 36 inches, or the brown paper could be stretched across two mats if one child wanted additional space or if more than one child was working on a seasonal picture.

From necessity, printed newspaper was substituted for the unprinted and for first experiences in painting, served the purpose. By utilizing every available inch of wall space, work places were

provided for six. The light was unspeakable, but had to be endured.

Even with this ruthless moving out of furniture and the planning of floor and of wall space, without hammers and saws, paint or brushes, clay or large brown paper in the department, the outlook for activity work still looked bleak.

Fortunately, however, the new administrator was open to suggestion and a small beginning was immediately made in the way of modern equipment. A few hammers and saws, powdered clay, paint brushes, and a roll of brown paper were in the department within a month.

A small room which had formerly been a locker opened off the room, so the clay table and the reading table were placed in this space. Because the light here also was poor, it was suggested that the children who chose clay or books use them on the floor of the main room. Not because of spaciousness, let it be known, but because it was the lesser of two evils.

Individual lockers, so necessary in primary work, for some time remained an unsolved problem. The local shoe-dealer finally saved the day by a donation of ten boxes, 13 x 15 x 28 inches. These were arranged, as bookcases, in three tiers of three boxes each, with one box on top.

Parts of the sawed-off covers were used to divide the large space. When painted, inside and out, with a pale yellow paint, the lockers not only gave great joy of possession to the children but were a boon to the nerves of the teacher who had been

A Better World

HENRY HARRISON, poetry publisher, announces the publication of a book of poems by the well-known California poet and lecturer, Dr. E. Guy Talbott of Pasadena, under the title *A Better World*.

The celebrated California poets, Lucia Trent and Ralph Cheyney, called "the Brownings of America," have acclaimed E. Guy Talbott as "a herald of joy and justice yet to be."

About half of the 200 poems have appeared through the years in over 40 magazines and journals in the United States and other countries. While most of the poems deal with such contemporary problems as war and peace, social justice and human betterment, there are many poems on such themes as love, immortality, religion and life.

Autographed copies may be secured direct from the author, whose residence address is 1437 Casa Grande Street, Pasadena.

writing, often, and reading, 40 names on lunches and articles to go home. The cloak hall was the only bit of floor space left, so in this spot the lockers were placed.

When the first activity of the year, a grocery store was launched, the parents and local dealers responded to a man in providing materials. Mothers arrived in Fords bulging with equipment—orange-boxes, boards, seeds and garden tools for the outdoor vegetable patch, inner tubes, and all sorts of other things lovely to the heart of a primary teacher.

Interest simply soared for six weeks. As soon as the store was far enough along to play store, the children wanted a house to which they could go after they had bought their groceries and a stove on which to cook their food.

We Need a Playhouse

Tragedy! Not one square inch existed on which to build a playhouse. Has something been written somewhere about a *felt need*?

In her supply list the following week, the teacher asked for one kindergarten building with sufficient space to carry on—and—one box of thumb tacks. Like Vachel Lindsay's turtle, she got the tacks but she didn't get the building.

With 40 children working on self-chosen activities in very limited quarters, many conferences were necessarily called in order to organize the handling of so much varied material.

By shameless scheming, which amounted to almost low bribery, an active school interest was worked up in the community. Busy, protesting mothers were dragged to school to watch the work. Most of these visitors spent the entire morning and some, having come once, came periodically after their first visit.

Moralizing is odious; apologizing for moralizing is worse. If, however, one goes into a position where conditions do not nearly approach the ideal, one should hesitate before declaring that activity work cannot be carried on.

One must work on the community through the children. No parent is immune to certain tactics! If one can sell his work to the parents and get their cooperation, satisfactory activity work, with all its outcomes, can be carried on under most adverse circumstances, even in a small school on the desert.

* * *

Guidance for Youth, a widely-used textbook by Dr. Frank G. Davis of Bucknell University (brought out by Ginn and Company in 1928), now appears in a fine new edition of 400 pages with many illustrations. Part 1 deals with educational guidance; part 2, with vocational guidance; and part 3, with general guidance.

This book should be in the library of every California secondary school and in all larger elementary schools.

WOOD INLAY PICTURES

SEE THE FRONTISPIECE PICTURE ON PAGE 6

Leslie V. Russell, Aptos Junior High School, San Francisco

SCRROLL-SAWS that were stilled by the passing of the jigsaw puzzle are now busy making veneer pictures, bringing back to us a craft which dates back to the time of the ancient Egyptians and which reached its peak of popularity in the French period furniture.

Aside from the interesting application of one's leisure and the knowledge of woods and their characteristics, gained in making such a picture, the finished product is a picture that one may show with pride.

"Monterey Cypress" is a picture made by the writer with no previous experience of wood-inlay or wood-inlay methods.

The original picture is 24 by 36 inches and is composed of the following woods: avodire for the sky; madrona, maidou, cherry, and English brown oak burls for the tree foliage; English brown oak stump, English oak, walnut and coca-bola for the tree-trunks; tamo and quilted maple for the water; faux satine and blister poplar for the background; and walnut, goncalo alves, walnut stump, satinay, West Indian locust, Brazilian rosewood, and East Indian rosewood for the rocks and earth in the foreground.

Preparatory to sawing, a pad of six layers of veneer was made of the woods used in the picture, each area being carefully covered by the correct wood with a half-inch margin to spare. The pad was then bound together with a gummed-paper tape to keep the wood layers in place.

As the sawing progressed, the proper pieces were taped together from the top side. The completed picture thus held together was glued down on a five-ply veneer backing and sanded smooth and finished with a lacquer coating.

Simpler forms of this inlay work may be done entirely by hand on the kitchen-table with very little equipment.

The main thing to remember is that black and white in contrast will make a picture. Keep away from too much realism, as it is unnecessary and it kills the effectiveness.

Art Inlayers of 2695 - 21st Ave., San Francisco, supply about 100 forms or designs, each of which has all the woods listed in their proper places with arrows indicating the direction of grain. Two hundred varieties of wood veneer and detailed direction for doing this work may also be secured from the same source.

Health and Physical Education

AERICAN Association for Health and Physical Education, a department of National Education Association, was formed recently by a merger of American Physical Education Association and N. E. A. Department of School Health and Physical Education. This merger marked the consummation of efforts of many educators in both groups.

The new association will continue to publish the Journal of Health and Physical Education and the Research Quarterly. Through its three newly-organized divisions of health education, physical education, and recreation, with a number of working sections under each, it will give unity and leadership to these phases of the school program.

Membership in the Association is open to all those who are professionally interested in health education, physical education, recreation, and related fields. Active membership, including subscription to the Journal of Health and Physical Education, is \$2. Professional membership, including subscrip-

tion to the Journal and the Research Quarterly, is \$5. There are also special membership rates for professional students, and a life membership at \$80. Membership fees may be sent to the present offices of the association, 311 Maynard Street, Ann Arbor, Michigan.

* * *

Grossmont District Teachers Club will meet at Cajon Valley Union Elementary School (San Diego County) at invitation of John A. Montgomery, district superintendent, in early January. Current problems of teachers will be discussed.

This club was started in September, and held its first meeting in the Santee Elementary School, where officers were selected and a program of activities outlined. La Mesa Elementary School entertained the group in October with a Hallowe'en party.

The objectives of the club are professional, membership being composed of the elementary and high school teachers in the Grossmont district. The officers are Mrs. Hazel B. Tripp, Santee, president; Mrs. Vida B. Hollenbeck, La Mesa intermediate supervisor, vice-president, and Mrs. Mabel E. Farley, Cajon Valley Union, secretary.

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Three Notable Speeches

JOHN C. McGlade of San Francisco, **Alice R. Morison** of England, and **Dr. Druk** of Germany were three outstanding speakers at the recent World Education Conference at Tokyo.

Mr. McGlade, in an inspiring address (considered by many to be the finest speech in the entire program) pointed out that in one of San Francisco's secondary schools there are children of more than 40 nations working, playing, living, and learning happily together. If youth can do this in a single institution, he asked, may we not hope for its consummation among the nations of the world?

Miss Morison, discussing tradition and adventure in education, quoted Plato who, speaking of the problems of his day, said—"If by a good education they be made reasonable men, they will readily see through all these problems."

Dr. Druk, describing public instruction in Germany, stated, "We educate our youth towards unconditional readiness to serve, and a passionate love of our own people..."

* * *

A meeting of the officers of California Elementary Principals Association Bay Section was held recently at Coit Hotel in Oakland. President Ella I. Buttner of Mill Valley presided. Other officers present were Sarah Young, Oakland; F. B. Zimmerman,

Oakland; Kenneth Slater, Mountain; Beecher Harris, Berkeley; and Kenneth Glines, Albany.

The treasurers' report shows a balance of \$239.54. Current bills were ordered paid.

Methods of increasing the membership came under discussion. It was agreed that membership chairmen in asking principals to join would stress particularly the following points indicating the advantages of membership and the services the association performs: 1. Regional Conferences. 2. Local bulletins published throughout the year. 3. Co-operation in meetings sponsored by State Department of Education. 4. Legislative representation at Sacramento. 5. The Professional Yearbook sent to each member yearly. —Kenneth P. Glines, Secretary.

* * *

The California Society of the Sons of the American Revolution, 327 Veterans Memorial Bldg., San Francisco, is very appreciative of the generous response by teachers and students of our American institutions to its offer published in the November number of the Sierra Educational News.

The Society still has a supply of this 52-page, illustrated booklet, *The Key to the Constitution of the United States*, by Francis Clay Harley, and complimentary copies are available to interested teachers and students. —Welborn G. McMurray, Executive Secretary, Pacific Coast Committee.

January 29-31—Child Labor Day. Auspices National Child Labor Committee, 419 Fourth Avenue, New York City.

February 2—National Social Hygiene Day; second annual observance.

February 19—Elementary School Principals, Central Section; state regional conference. Fresno.

February 26-March 3—American Association of School Administrators (N. E. A. Department of Superintendence); 68th annual meeting. Atlantic City Municipal Auditorium.

March 4-5—American Association of Junior Colleges, annual conference, Philadelphia.

March 5—Elementary School Principals, Southern Section; state regional conference. Santa Monica.

March 19—Elementary School Principals, Northern Section; state regional conference. Chico.

April 1, 2—California Educational Research Association, Northern Section, Berkeley.

April 8—California Teachers Association Conference on Education. Palace Hotel, San Francisco.

April 9—California Teachers Association Annual Meeting of Council of Education. Palace Hotel, San Francisco.

April 11-12-13—California Junior College Federation, annual conference, Los Angeles.

April 13, 14—National Recreation Association, Western Division; annual meeting. Newhouse Hotel, Salt Lake City.

April 14-16—American Association for Health and Physical Education, Southwest District; annual meeting. Newhouse Hotel, Salt Lake City.

April 19-23—Association for Childhood Education; 45th annual convention. Cincinnati, Ohio.

April 24-28—California Conference of Social Work; 30th annual meeting. Pasadena.

May 2-5—American Red Cross; National Convention. San Francisco. Junior Red Cross section meets simultaneously.

June 23-30—International Recreation Congress. Rome.

June 26-July 1—National Education Association; summer meeting. New York City.

June 26-July 2—National Conference of Social Work; 65th annual meeting. Seattle.

June 30-July 1—University of Chicago School of Business; fifth annual conference on Business Education.

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4. National Education Association (includes N. E. A. Journal)\$ 2.00
5. Other organizations\$
- TOTAL**.....\$

Signed.....



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